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ABSTRACT

This report presents key data analyses that measure the health of education, monitor important developments in the education system, and show trends in major aspects of education. It is an annual, Congressionally mandated report produced by the National Center for Education Statistics. The data were compiled from many sources, including federal and state agencies, private research organizations, and professional associations. The information is intended to be policy-relevant and problem-oriented, having been produced for persons who wish to examine in greater detail the issues presented in the publication "The Condition of Education." It contains approximately 180 tables that provide additional information to complement the data presented in "The Condition." The data are divided into two parts. Section 1, the largest section, contains all the supplemental tables, along with explanatory notes. The tables provide information on numerous scenarios, such as the percentage of 3-, 4-, and 5-year-olds enrolled in center-based programs or kindergarten; the percentage of students ages 6-20 who were enrolled in grades 1-12 and who attended summer schools; event dropout rates for those in grades 10-12; and the percentage of postsecondary instructional faculty and staff and average number of classes taught, selected faculty characteristics, and employment status. Section 2 contains data on standard error for each of the tables in section 1. (RJM)

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THE Condition *of* Education 1998

Supplemental and Standard Error Tables

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THE Condition of Education 1998

Supplemental and Standard Error Tables

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Introduction

The National Center for Education Statistics (NCES) gathers and publishes information on the status and progress of education in the United States. *The Condition of Education* is an annual, Congressionally mandated report produced by NCES. *The Condition* is an indicator report, presenting key data analyses that measure the health of education, monitor important developments in the education system, and show trends in major aspects of education. Unlike most other statistics, the indicators presented in *The Condition of Education* are policy-relevant and problem-oriented. They typically incorporate a standard against which to judge progress or regression. *The Condition of Education 1998 Supplemental and Standard Error Tables* has been produced for those people who wish to examine issues presented in the *The Condition of Education* in greater depth and detail. The tables included in this volume provide additional information to complement the data presented in *The Condition*. For example, *Indicator 5* in the main volume compares the summer activities of students enrolled in grades 1–12 across racial/ethnic groups and according to parents' highest education level. Additional tables provided in this supplemental volume compare summer activities of students by household income and type of activity (summer school or other other organized summer activity). Standard errors for all of the survey estimates presented in this volume have been calculated and are also included. A discussion of standard errors and statistical significance testing is presented on page 244.

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The Condition of Education 1998 Supplemental and Standard Error Tables *includes all of the supplemental tables, notes, and standard error tables prepared for* The Condition of Education 1998*. Tables and notes listed in bold are included in both* The Condition of Education 1998 *and this volume. Tables that are not shown in bold are included in this volume only. Section 1 of this volume contains all supplemental tables and notes and Section 2 contains all standard error tables. The electronic version of* The Condition of Education 1998 *can be viewed on the NCES Internet site at http://www.ed.gov/pubs98/condition98/index.html*

Introduction i

SECTION 1: Supplemental Tables and Notes 1

Table 1-1 **Percentage of 3-, 4-, and 5-year-olds enrolled in center-based programs or kindergarten, by selected student characteristics: 1996** **2**

Table 1-2 Percentage of 3-, 4-, and 5-year-olds enrolled in center-based programs or kindergarten, by selected student characteristics: 1995 3

Table 1-3 Percentage of 3-, 4-, and 5-year-olds enrolled in center-based programs or kindergarten, by selected student characteristics: 1993 4

Table 1-4 Percentage of 3-, 4-, and 5-year-olds enrolled in center-based programs or kindergarten, by selected student characteristics: 1991 5

Note **Preprimary enrollment rates** **6**

Table 2-1 Percentage of children ages 3–5 who participated in various literacy activities with a parent or family member, by selected characteristics: 1991, 1995, and 1996 7

Note Definition of urbanicity 8

Table 3-1 **Percentage of students who reported using a computer at school or at home, by grade level and family income: October 1984, 1989, 1993** **9**

Table 3-2 **Percentage of students who reported using a computer, by grade and location of use: 1984–96** **9**

Table 3-3 Percentage of students who reported ever using a computer or whose families own a computer, by age: 1986–96 9

Table 3-4 Percentage of students who had access to a computer and those who studied mathematics through computer instruction, by age: 1978–96 10

Table 3-5 Percentage of students who reported using computers in mathematics class, by grade, country, and frequency of use: 1995 10

Note **Comparability of sources for student computer use** **12**

Table 4-1 **Percentage of schools and instructional rooms with Internet access, by control and level of school: Fall 1995** **13**

Table 4-2 **Percentage of public schools with Internet access and members of the school community with access to Internet capabilities, by type of Internet capability: Fall 1996** **13**

Table 4-3 **Percentage of private schools with Internet access and members of the school community with access to Internet capabilities, by type of Internet capability: Fall 1995** **13**

Table 4-4 Percentage of public schools and instructional rooms with Internet access, by school characteristics: Fall 1994–97 14

Table 4-5 Percentage of private schools and instructional rooms with Internet access, students attending schools with Internet access, and school computers with Internet access, by school characteristics: Fall 1995 15

Table 5-1 Percentage of students ages 6–20 who were enrolled in grades 1–12 and who participated in various summer activities, by selected student characteristics: Summer 1996 16

Table 5-2 Percentage of students ages 6–20 who were enrolled in grades 1–12 and who attended summer school, and percentage of students who participated in other organized summer activities, by selected summer school and summer activity characteristics: Summer 1996 17

Table 6-1 Event dropout rates for those in grades 10–12, ages 15–24, by parents' highest education level: October 1990–96 18

Table 6-2 Event dropout rates for those in grades 10–12, ages 15–24, by sex, race/ethnicity, and family income: October 1972–96 18

Note Recent school dropouts 19

Table 7-1 Percentage of high school completers ages 16–24 who were enrolled in college the October after completing high school, by type of institution, family income, and race/ethnicity: October 1972–96 20

Table 7-2 Percentage of high school completers ages 16–24 who were enrolled in college the October after completing high school, by parents' highest education level: October 1990–96 21

Table 7-3 Percentage of high school completers ages 16–24 who were enrolled in college the October after completing high school, by sex and type of institution: October 1972–96 21

Note Family income 22

Table 8-1 Percentage distribution of 1992 high school graduates qualified for admission at a 4-year institution, by race/ethnicity and family income: 1992–94 23

Table 8-2 Percentage of college-qualified 1992 high school graduates taking steps toward admission at a 4-year institution who were accepted, and percentage distribution according to postsecondary attendance, by race/ethnicity and family income: 1992–94 23

Note Access to higher education 24

Table 9-1 Percentage of high school completers enrolled in college, by age, race/ethnicity, and type of institution: October 1973–96 25

Table 9-2 Percentage of high school completers enrolled in college, by age, race/ethnicity, and enrollment status: October 1972–96 26

Table 9-3 Percentage of high school completers enrolled in college, by age, race/ethnicity, and level: October 1972–96 27

Table 9-4 Percentage of high school completers enrolled in college, by age and race/ethnicity: October 1972–96 28

Table 10-1 Percentage distribution of first-time beginning postsecondary students, by type of institution and selected student and parent characteristics: Academic years 1989–90 and 1995–96 29

Table 11-1 Among 1989–90 beginning students at community colleges, percentage distribution according to transfer status, by selected characteristics 30

Table 11-2 Percentage distribution of 1989–90 beginning students at community colleges, by attainment at first institution, 1994 attainment at any institution, and selected characteristics 33

Table 11-3 Percentage distribution of 1989–90 beginning students at community colleges, by transfer status, degree attainment before transfer, and selected characteristics 36

Note Community college outcomes 39

Table 12-1 Percentage distribution of 1989–90 beginning postsecondary students seeking bachelor's degrees, by persistence toward and completion of bachelor's and other degrees as of spring 1994 and selected characteristics 40

Note Postsecondary persistence and degree completion 43

Table 13-1 Adult education participation rates in the past 12 months, by type of adult education activity, educational attainment, labor force status, race/ethnicity, age, and sex: 1995 44

Table 13-2 Percentage of adults taking one or more work-related courses, by type of provider, educational attainment, labor force status, race/ethnicity, and age: 1995 46

Table 14-1 Net price of attending postsecondary education and student financial assistance for dependent full-time, full-year undergraduates, by control and type of institution and family income: Academic year 1995–96 47

Note Net price of college attendance 48

Table 15-1 Percentage of undergraduates who borrowed, and the average amount and average cumulative amount borrowed from federal loan programs, by control and type of institution and selected student characteristics: Academic years 1992–93 and 1995–96 49

Table 16-1 Explanations of levels of reading proficiency 51

Table 16-2 Percentage of students ages 9, 13, or 17 scoring at or above five levels of reading proficiency: 1971–96 51

Table 16-3 Percentile distribution of reading proficiency scores, by age and race/ethnicity: 1980–96 52

Table 16-4 Average reading proficiency, by age and parents' highest education level: 1971–96 53

Table 16-5 Average reading proficiency, by age and number of types of reading materials in the home: 1971 and 1996 53

Note NAEP cohorts 54

Table 17-1 Explanations of levels of writing proficiency 55

Table 17-2 Percentage of students at or above each of five writing proficiency levels: 1984–96 55

Table 17-3 Percentile distribution of writing proficiency scores, by grade and race/ethnicity: 1984–96 56

Table 17-4 Average writing proficiency, by grade and parents' highest education level: 1984–96 57

Table 18-1 Explanations of levels of mathematics proficiency 58

Table 18-2 Average mathematics scale scores, by grade: 1990–96 58

Table 18-3 Average mathematics scale scores of public school fourth- and eighth-graders, and change in scores from 1992 and from 1990, by grade and state: 1996 59

Table 18-4 Percentage of students scoring at or above five levels of mathematics proficiency: 1978–96 60

Table 18-5 Percentile distribution of mathematics proficiency scores, by age and race/ethnicity: 1978–96 61

Table 18-6 Average mathematics proficiency, by age and parents' highest education level: 1978–96 62

Table 19-1 Explanations of levels of science proficiency 63

Table 19-2 Percentage of students scoring at or above five levels of science proficiency: 1977–96 63

Table 19-3 Percentile distribution of science proficiency scores, by age and race/ethnicity: 1977–96 64

Table 19-4 Average science proficiency, by age and parents' highest education level: 1977–96 65

Table 20-1 Average mathematics proficiency scores and percentile distribution of mathematics proficiency scores of eighth-grade students, by country and sex: 1995 66

Table 20-2 Average science proficiency scores and percentile distribution of science proficiency scores of eighth-grade students, by country and sex: 1995 67

Table 20-3 Average mathematics proficiency scores and percentile distribution of mathematics proficiency scores of fourth-grade students, by country and sex: 1996 68

Table 20-4 Average science proficiency scores and percentile distribution of science proficiency scores of fourth-grade students, by country and sex: 1996 69

Table 20-5 Average mathematics and science proficiency scores of twelfth-grade students, by country and sex: 1995 70

Note Data collection and sampling guidelines for the TIMSS 71

Table 21-1 Percentage distribution of the population scoring at each of five literacy levels, by literacy scale, country, and highest level of educational attainment: 1994 74

Table 21-2 Percentage distribution of the population scoring at each of five literacy levels, by literacy scale, country, and immigration status: 1994 76

Table 21-3 Percentage distribution of the population scoring at each of five literacy levels, by literacy scale, country, and sex: 1994 77

Table 21-4 Percentage distribution of the population scoring at each of five literacy levels, by literacy scale, country, and income level: 1994 78

Table 21-5 Percentage distribution of the population scoring at each of five literacy levels, by literacy scale, country, and employment status: 1994 80

Table 21-6 Percentage distribution of the population scoring at each of five literacy levels, by literacy scale, country, and occupation: 1994 82

Note Definition of literacy scales and levels 85

Table 22-1 Percentage of 25- to 29-year-olds who completed high school, by race/ethnicity and sex: March 1971–97 88

Table 22-2 Percentage of 25- to 29-year-old high school completers with 1 or more years of college, by race/ethnicity and sex: March 1971–97 89

Table 22-3 Percentage of 25- to 29-year-old high school completers with 4 or more years of college, by race/ethnicity and sex: March 1971–97 90

Note Educational attainment 91

Table 23-1 Percentage of the population who completed secondary and higher education, by sex, country, and age: 1995 93

Table 24-1 Percentage distribution of 16- to 24-year-olds, by recency of migration and race/ethnicity: October 1996 95

Table 25-1 Percentage of students in grades 6–12 who participated or planned to participate in community service, by selected characteristics: 1996 96

Table 25-2 Percentage of students in grades 6–12 who participated or planned to participate in community service, by selected student characteristics: 1996 97

Table 26-1 Average years of study public school districts required in core subjects for high school graduation and percentage of public school districts with graduation requirements at or above NCEE recommendations, by subject and state: School year 1993–94 98

Table 26-2 Average years of study public school districts required in core subjects for high school graduation and percentage of public school districts with graduation requirements at or above NCEE recommendations, by subject and selected district characteristics: School years 1987–88, 1990–91, and 1993–94 100

Table 26-3 Average years of study private schools required in core subjects for high school graduation and percentage of private schools with graduation requirements at or above NCEE recommendations, by subject and religious affiliation of school: School years 1990–91 and 1993–94 101

Table 27-1 Participation in the AP program, by number of schools, candidates, examinations, colleges, candidates per school, examinations per candidate, and candidates per college: 1956–97 102

Note Advanced Placement examinations 103

Table 29-1 Minority field concentration ratio and dissimilarity index at the bachelor's degree level: Academic years ending 1977–95 104

Table 29-2 Percentage distribution of bachelor's degrees conferred, by field of study: Academic years ending 1971–95 107

Table 29-3 Number of bachelor's degrees conferred, by field of study: Academic years ending 1971–95 109

Table 29-4 Index of the number of bachelor's degrees conferred (1981=100), by field of study: Academic years ending 1971–95 111

Note Classification of fields of study 113

Table 30-1 Employment rates for recent high school completers not enrolled in college and for recent school dropouts, by sex: October 1960–96 114

Table 30-2 Employment rates for recent high school completers not enrolled in college and for recent school dropouts, by family income: October 1972–96 115

Table 30-3 Employment rates for recent high school completers not enrolled in college and for recent school dropouts, by parents' highest education level: October 1996 115

Table 30-4 Employment rates for recent high school completers not enrolled in college and for recent school dropouts, by race/ethnicity: October 1972–96 116

Table 31-1 Percentage of 25- to 34-year-olds who were unemployed, by sex and years of school completed: March 1971–97 117

Table 31-2 Percentage of 25- to 34-year-olds who were employed, by sex and years of school completed: March 1971–97 118

Table 32-1 Median annual earnings (in 1997 constant dollars) of wage and salary workers ages 25–34 whose highest education level was a bachelor's degree or higher, by sex and race/ethnicity: 1970–96 119

Table 32-2 Median annual earnings (in 1997 constant dollars) of wage and salary workers ages 25–34 whose highest education level was grades 9–11, by sex and race/ethnicity: 1970–96 121

Table 32-3 Median annual earnings (in 1997 constant dollars) of wage and salary workers ages 25–34 whose highest education level was a high school diploma or GED, by sex and race/ethnicity: 1970–96 123

Table 32-4 Median annual earnings (in 1997 constant dollars) of wage and salary workers ages 25–34 whose highest education level was some college, by sex and race/ethnicity: 1970–96 125

Table 32-5 Ratio of median annual earnings of wage and salary workers ages 25–34 whose highest education level was grades 9–11, some college, or a bachelor's degree or higher to those with a high school diploma or GED, by sex: 1970–96 127

Table 33-1 Median starting salaries (in 1997 constant dollars) of college graduates who worked full time and who were not enrolled in college 1 year after graduation, by field of study, sex, and race/ethnicity: Years of graduation 1977–93 128

Table 33-2 Percentage distribution of college graduates who were working full time and who were not enrolled in college 1 year after graduation, by field of study, sex, and race/ethnicity: Years of graduation 1977–93 128

Table 34-1 Percentage of 25- to 34-year-olds who received income from AFDC or other public assistance programs, by years of school completed and sex: 1972–96 129

Table 34-2 Percentage of 25- to 34-year-olds who received income from AFDC or other public assistance programs, by years of school completed and race/ethnicity: 1972–96 130

Table 34-3 Percentage of 25- to 34-year-olds who received income from AFDC or other public assistance programs, by years of school completed and region: 1972–96 132

Table 35-1 Percentage of adults who reported obtaining various sources of news and participating in reading activities, by frequency and selected characteristics: 1996 134

Table 35-2 Percentage of adults who reported participating in civic and political activities, by type of activity and selected characteristics: 1996 135

Note Civic involvement 136

Table 36-1 Average amount of time elementary teachers reported that their students spent on homework during the week and teachers' use of homework during the semester, by control of school and years of teaching experience: School year 1994–95 137

Note The Teacher Follow-up Survey 138

Table 37-1 Percentage distribution of eighth-grade students who reported spending time outside of school studying or doing homework on a normal day, by country and hours per day: 1995 139

Table 37-2 Percentage of students who reported watching television, by grade, hours per day, and selected characteristics: 1996 140

Table 37-3 Percentage of students who reported doing homework, by grade, hours per day, and selected characteristics: 1996 141

Table 37-4 Percentage distribution of students who reported having rules concerning viewing television, by age: 1986–96 141

Table 37-5 Percentage distribution of fourth-grade students who reported spending time outside of school studying or doing homework in mathematics and science, on a normal school day, by subject and country: 1995 142

Table 37-6 Percentage distribution of students who reported spending time watching television and videos, by grade and country: 1995 143

Table 38-1 Percentage of fourth- and eighth-grade students whose teachers reported time spent teaching science, by hours per week and country: 1995 144

Table 38-2 Percentage of fourth- and eighth-grade students whose teachers reported time spent teaching mathematics, by hours per week and country: 1995 145

Table 38-3 Number of teaching hours per year in public institutions, by school level and country: 1994 146

Note Instructional time, as measured by the United States for comparability with other OECD countries 147

Table 39-1 Public elementary teachers' perceptions of the amount of influence or control teachers had over selected school and classroom decisions in their school, by percentage of students eligible for free or reduced-price lunch and school size: School year 1993–94 148

Table 39-2 Public elementary principals' perceptions of the amount of influence groups had over selected school decisions, by percentage of students eligible for free or reduced-price lunch and school size: School year 1993–94 149

Table 39-3 Public secondary teachers' perceptions of the amount of influence or control teachers had over selected school and classroom decisions in their school, by percentage of students eligible for free or reduced-price lunch and school size: School year 1993–94 150

Table 39-4 Public secondary principals' perceptions of the amount of influence groups had over selected school decisions, by percentage of students eligible for free or reduced-price lunch and school size: School year 1993–94 151

Table 39-5 Private school teachers' perceptions of the amount of influence or control teachers had over selected school and classroom decisions in their school, by school level and size: School year 1993–94 152

Table 39-6 Private school principals' perceptions of the amount of influence groups had over selected school decisions, by school level and size: School year 1993–94 152

Table 39-7 Teachers' and principals' perceptions of the amount of influence teachers had over selected school decisions, by state: School year 1993–94 153

Table 40-1 Average hours full-time public school teachers spent per week at school and in school-related activities, class size, and classes taught per day, by selected school characteristics: School year 1993–94 154

Table 40-2 Average hours full-time private school teachers spent per week at school and in school-related activities, class size, and classes taught per day, by selected school characteristics: School year 1993–94 155

Table 40-3 Percentage of full-time public and private school teachers who participated in school committees, by type of committee, selected school characteristics, and years of teaching experience: School year 1993–94 156

Table 40-4 Average hours full-time teachers spent per week at school and in school-related activities, class size, and classes taught per day, by state: School year 1993–94 157

Note **Definition of teacher level 158**

Table 41-1 Percentage of postsecondary faculty who used selected instructional methods during the semester, by control and type of institution: Fall 1992 159

Table 41-2 Percentage of postsecondary faculty who used selected instructional methods during the semester, by academic rank: Fall 1992 159

Table 41-3 Percentage of postsecondary faculty who used selected instructional methods during the semester, by type of institution: Fall 1992 160

Table 42-1 **Elementary and secondary school enrollment (in thousands), by control and level of school, with projections: Fall 1970–2008 .... 161**

Table 42-2 **Percentage of total elementary and secondary school enrollment, by control and level of school, with projections: Fall 1970–2008 .... 162**

Table 42-3 **Public elementary and secondary school enrollment (in thousands), by region: Fall 1970–96 .... 163**

Table 43-1 **Percentage distribution of enrollment in public elementary and secondary schools, by race/ethnicity: 1976–95 .... 164**

Table 43-2 Percentage distribution of enrollment in public elementary and secondary schools, by race/ethnicity and state: Fall 1995 165

Table 43-3 Percentage of students in grades 1–12 who are black or Hispanic, by control of school and metropolitan status: 1970–95 166

Table 44-1 Family characteristics of 15- to 18-year-olds: 1972–97 167

Table 44-2 Family characteristics of white 15- to 18-year-olds: 1972–97 168

Table 44-3 Family characteristics of black 15- to 18-year-olds: 1972–97 169

Table 44-4 Family characteristics of Hispanic 15- to 18-year-olds: 1972–97 170

Note Family characteristics of 15- to 18-year-olds: 1972–97 171

Table 45-1 Number of children from birth to age 21 who were served by federally 172 supported programs for students with disabilities, by type of disability: School years ending 1977–96 172

Table 45-2 Percentage of public school children ages 6–21 with disabilities who were served in various school environments, by type of disability: School years ending 1986–95 173

Table 45-3 Participation in special education programs as a percentage of total public school enrollment, by selected types of disability, sex, and race/ethnicity of student: School years ending 1986, 1988, 1990, and 1992 174

Table 45-4 Percentage distribution of children from birth to age 21 who were served by federally supported programs for students with disabilities, by type of disability: School years ending 1977–96 175

Table 45-5 Children from birth to age 21 who were served by federally supported programs for students with disabilities, as a percentage of total K–12 enrollment, by type of disability: School years ending 1977–96 176

Table 45-6 Ratio of the number of students with disabilities per special education teacher serving them, by type of disability: School years ending 1977–94 177

Table 46-1 Percentage of high school seniors who reported using alcohol or drugs any time during the previous year, by type of drug: School years 1975–97 177

Table 46-2 Percentage of students who reported using alcohol or drugs any time during the previous 30 days, by type of drug and grade: School years 1991–97 178

Table 46-3 Percentage of students who reported that it would be "fairly easy" or "very easy" to get drugs, by type of drug and grade: School years 1992–97 179

Table 47-1 Percentage of high school seniors who reported being victimized at school during the previous 12 months, by type of victimization and race/ethnicity: 1976–96 180

Table 47-2 Percentage of high school seniors who reported being victimized at school during the previous 12 months, by type of victimization and population density: 1994–96 180

Table 48-1 Percentage of public and private school teachers who reported that various parent and student behaviors and attitudes were serious problems in their schools, by selected school and teacher characteristics: School years 1987–88, 1990–91, and 1993–94 181

Table 49-1 Percentage of students whose parents reported school practices at their child's school that encourage parents to become involved in their child's education, by type of practice and selected characteristics: 1996 183

Table 49-2 Percentage of students whose parents reported school practices at their child's school that promote communication between parents and schools, by type of practice and selected characteristics: 1996 184

Table 49-3 Percentage of students whose parents reported participating in their child's school activities and helping their child with homework, by selected characteristics: 1996 185

Note Format of NHES survey questions and description of school activities in which parents participate 186

Table 50-1 Total and full-time-equivalent (FTE) enrollment in higher education, by control and type of institution: Fall 1972–95 187

Table 50-2 Index of total and full-time-equivalent (FTE) enrollment (1981=100) in higher education, by control and type of institution: Fall 1972–95 188

Table 50-3 Percentage distribution of total and full-time-equivalent (FTE) enrollment in higher education, by control and type of institution: Fall 1972–95 189

Table 51-1 Total enrollment in institutions of higher education, by control and type of institution and race/ethnicity of student: Fall 1976–95 190

Table 51-2 Percentage distribution of total enrollment in institutions of higher education, by control and type of institution and race/ethnicity of student: Fall 1976–95 192

Table 51-3 Percentage distribution of nonresident alien enrollment in institutions of higher education, by control and type of institution: Fall 1976–95 194

Table 52-1 Percentage distribution of undergraduates who worked, by the number of hours worked while enrolled, the average number of hours worked, and selected student and institutional characteristics: 1995–96 194

Table 52-2 Percentage distribution of undergraduates who worked, by how they identified their work and school role and selected student and institutional characteristics: 1995–96 195

Table 53-1 Percentage distribution of public school expenditures, by function and selected district characteristics: School year 1993–94 196

Table 53-2 Public school expenditures per pupil (in 1997 constant dollars), by function and selected district characteristics: School year 1993–94 197

Table 54-1 Percentage distribution of general education revenues of institutions of higher education per full-time-equivalent (FTE) student, by revenue source and control and type of institution: Academic years ending 1977–95 198

Table 54-2 General education revenues of institutions of higher education per full-time-equivalent (FTE) student (in 1997 constant dollars), by revenue source and control and type of institution: Academic years ending 1977–95 201

Table 55-1 Percentage distribution of educational and general expenditures of institutions of higher education per full-time-equivalent (FTE) student, by expenditure categories and control and type of institution: Academic years ending 1977–95 204

Table 55-2 Educational and general expenditures of institutions of higher education per full-time-equivalent (FTE) student (in 1997 constant dollars), by expenditure categories and control and type of institution: Academic years ending 1977–95 207

JUL 17

Table 56-1 Education expenditures as a percentage of Gross Domestic Product (GDP) for primary and secondary education, by source of funds: 1994 ... 210

Table 56-2 Education expenditures as a percentage of Gross Domestic Product (GDP) for higher education, by source of funds: 1994 ... 211

Table 56-3 Education expenditures as a percentage of Gross Domestic Product (GDP) for all levels of education combined, by source of funds: 1994 ... 212

Table 56-4 Expenditures per student at public and private institutions (in constant 1994 U.S. dollars), by level of education: 1994 ... 213

Table 56-5 Expenditures per student as a percentage of Gross Domestic Product (GDP) per capita at public and private institutions, by level of education: 1994 ... 214

Note International comparisons of education expenditures ... 215

Table 57-1 Average annual salaries (in 1997 constant dollars) of public elementary and secondary teachers: School years ending 1960–97 ... 220

Table 57-2 Ratio of the average annual salaries of public elementary and secondary teachers to per capita Gross Domestic Product: School years ending 1960–96 ... 221

Table 57-3 Average compensation (in 1997 constant dollars) received by full-time public school teachers, by selected school characteristics: Summer 1993 and school year 1993–94 ... 222

Table 57-4 Average annual salaries (in 1997 constant dollars) of all teachers: School years ending 1981 and 1997, percentage change in salaries between 1981 and 1997, and 1996 per capita personal income, by region and state ... 224

Table 57-5 Average compensation (in 1997 constant dollars) received by full-time private school teachers, by selected school characteristics: Summer 1993 and school year 1993–94 ... 225

Table 57-6 Percentage of public school districts and private schools with salary schedules, average scheduled salaries (in 1997 constant dollars) of full-time teachers, percentage of schools without salary schedules, and average lowest and highest salaries, by selected district characteristics: School year 1993–94 ... 226

Table 58-1 Percentage of public secondary students in selected subjects taught by teachers without selected qualifications, by percentage of students eligible for free or reduced-price lunch and class subject: School year 1993–94 ... 227

Table 58-2 Percentage of secondary students in selected subjects taught by teachers without selected qualifications, by control of school, percentage of minority students enrolled in school, and class subject: School year 1993–94 ... 228

Table 58-3 Percentage of public secondary students in selected subjects taught by teachers without selected qualifications, by urbanicity, percentage of students eligible for free or reduced-price lunch, and class subject: School year 1993–94 ... 229

Table 58-4 Percentage of secondary students in selected subjects taught by teachers without selected qualifications, by control of school, school size, and class subject: School year 1993–94 ... 230

Table 58-5 Percentage of secondary students in selected subjects taught by teachers without selected qualifications, by control of school, urbanicity, and class subject: School year 1993–94 ... 231

Note **Definition of student percentages, certification in class subject, and major/minor in class subject** 232

Table 59-1 **Change in teaching status of full-time teachers between the 1993–94 and 1994–95 school years, by control of school and age of teacher** 234

Table 59-2 **Change in teaching status of teachers between the 1993–94 and 1994–95 school years, destination of leavers, and reasons for leaving, by control of school and work status** 235

Table 59-3 **Change in teaching status of teachers between the 1993–94 and 1994–95 school years, destination of leavers, and selected reasons for leaving, by control and level of school and work status** 236

Table 59-4 Change in teaching status of full-time public secondary teachers between the 1993–94 and 1994–95 school years, by main assignment field in the 1993–94 school year 237

Table 59-5 Full-time teachers' reasons for leaving teaching between the 1987–88 and 1988–89, 1990–91 and 1991–92, and 1993–94 and 1994–95 school years, by control of school 237

Table 59-6 Change in teaching status of full-time teachers between the 1993–94 and 1994–95 school years, destination of leavers, and reasons for leaving, by control and level of school 238

Table 59-7 Percentage distribution of the change in teaching status of full-time teachers between the 1993–94 and 1994–95 school years, by level and control of school, and age and race/ethnicity of teacher 239

Table 60-1 **Percentage of postsecondary instructional faculty and staff, by employment status and control and type of institution: Fall 1987 and 1992** 240

Table 60-2 Percentage of postsecondary instructional faculty and staff and average number of classes taught, control and type of institution, selected faculty characteristics, and employment status: Fall 1992 241

Note **Part-time instructional faculty at postsecondary institutions** 242

SECTION 2: Standard Error Tables 243

Standard Error Discussion 244

Description of the National Education Data Resource Center

SECTION 1

Supplemental Tables and Notes

BEST COPY AVAILABLE

Table 1-1 Percentage of 3-, 4-, and 5-year-olds enrolled in center-based programs or kindergarten,[1] by selected student characteristics: 1996

	3-year-olds			4-year-olds			5-year-olds		
Selected student characteristics	Total	Center-based programs	Kinder-garten	Total	Center-based programs	Kinder-garten	Total	Center-based programs	Kinder-garten
Total	**36.7**	**35.8**	**0.9**	**57.7**	**54.4**	**3.2**	**90.2**	**18.7**	**71.6**
Sex									
Male	37.4	36.4	0.9	58.9	54.8	4.1	90.3	15.9	74.5
Female	36.1	35.2	0.9	56.5	54.1	2.4	90.1	21.4	68.7
Race/ethnicity									
White	39.6	39.1	0.5	58.8	56.5	2.3	88.8	20.7	68.1
Black	40.5	38.2	2.2	67.8	62.0	5.8	94.1	15.8	78.3
Hispanic	22.1	22.1	0.0	45.3	41.0	4.2	90.4	14.4	76.0
Household income									
$10,000 or less	26.0	24.9	1.1	52.7	48.5	4.2	92.7	12.6	80.1
10,001-20,000	28.0	26.6	1.4	45.3	40.5	4.8	87.6	24.1	63.5
20,001-35,000	30.8	29.5	1.3	50.6	49.4	1.2	87.8	16.0	71.8
35,001-50,000	42.2	42.1	0.1	58.2	54.6	3.7	89.7	18.4	71.4
50,001 or more	55.0	54.4	0.6	75.8	72.6	3.2	92.8	21.3	71.5
Parents' highest education level									
Less than high school diploma	[2]22.0	[2]18.4	3.5	[2]47.3	41.0	6.3	90.3	13.4	[2]76.9
High school diploma or GED	28.9	27.9	1.0	47.3	43.7	3.6	89.9	18.3	71.6
Some college/vocational/technical	34.5	34.0	0.5	59.8	57.3	2.5	88.6	19.5	69.1
Bachelor's degree	49.6	48.9	0.7	62.6	60.2	2.4	92.6	20.0	72.6
Graduate/professional school	60.4	60.4	0.0	78.1	75.5	2.6	92.1	19.9	72.2
Family structure									
Two biological or adoptive parents	38.0	37.1	0.9	57.8	54.9	2.9	89.0	18.9	70.1
One biological or adoptive parent	37.3	36.5	0.7	58.4	54.5	3.9	91.9	18.4	73.4
One biological/adoptive and one step parent	[2]14.7	[2]14.7	0.0	[2]45.8	[2]41.7	4.0	93.2	[2]16.4	[2]76.8
Other relatives	[2]23.1	[2]18.0	[2]5.0	[2]55.9	[2]51.1	4.8	96.5	[2]18.8	[2]77.6
Mother's first language									
English	39.0	38.4	0.6	59.7	57.1	2.7	89.8	19.6	70.1
Spanish	[2]19.6	[2]18.0	1.7	41.5	35.6	5.9	94.2	11.7	82.5
Other	[2]37.1	[2]31.7	5.4	[2]55.3	[2]49.3	6.0	[2]80.4	12.2	[2]68.2
Poverty status[3]									
Poor	24.4	22.7	1.7	50.2	45.5	4.7	89.6	16.1	73.5
Non-poor	41.0	40.4	0.7	60.1	57.4	2.7	90.4	19.3	71.0
Mother's employment status									
35 hours or more per week	44.2	42.3	1.9	59.5	55.3	4.2	90.2	18.0	72.2
Less than 35 hours per week	45.0	44.5	0.5	63.7	61.5	2.3	91.8	19.8	72.0
Looking for work	[2]32.4	[2]29.8	2.6	[2]58.2	[2]53.8	4.4	92.2	[2]20.5	[2]71.7
Not in labor force	26.9	26.9	0.1	52.8	50.7	2.1	87.6	18.2	69.4

[1] See the glossary for definitions of center-based programs and kindergarten.

[2] Interpret with caution; standard errors are large due to small sample size.

[3] The poverty measure presented in this analysis was developed by combining information about household composition and household income. See the supplemental note to this indicator for further discussion.

NOTE: Included in the total but not shown separately are children from other racial/ethnic groups and other types of family structures. This analysis includes children ages 3–5 who were not enrolled in first grade. Age is as of December 31, 1995.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), 1996 (Parent and Family Involvement in Education File).

Table 1-2 Percentage of 3-, 4-, and 5-year-olds enrolled in center-based programs or kindergarten,[1] by selected student characteristics: 1995

Selected student characteristics	3-year-olds			4-year-olds			5-year-olds		
	Total	Center-based programs	Kindergarten	Total	Center-based programs	Kindergarten	Total	Center-based programs	Kindergarten
Total	**37.4**	**36.9**	**0.5**	**60.9**	**59.3**	**1.7**	**90.3**	**16.8**	**73.5**
Sex									
Male	35.8	35.6	0.3	59.9	58.3	1.6	88.7	17.7	71.0
Female	38.9	38.3	0.6	61.5	59.8	1.7	92.1	15.8	76.3
Race/ethnicity									
White	40.2	40.0	0.3	60.8	59.5	1.3	88.6	17.8	70.8
Black	41.1	40.2	0.9	68.2	66.2	2.0	93.7	17.2	76.5
Hispanic	21.2	20.0	1.2	49.0	45.5	3.5	93.4	13.3	80.1
Household income									
$10,000 or less	26.2	25.8	0.4	54.3	53.6	0.7	90.9	16.7	74.2
10,001-20,000	27.0	27.0	0.0	52.3	50.1	2.3	89.7	12.7	77.0
20,001-35,000	27.7	27.3	0.4	49.7	48.5	1.2	90.7	15.4	75.4
35,001-50,000	38.1	36.8	1.3	59.5	56.5	2.9	88.5	16.6	71.9
50,001 or more	61.2	61.1	0.1	80.7	79.2	1.5	90.9	20.2	70.6
Parents' highest education level									
Less than high school diploma	16.0	14.6	1.3	[2]42.4	[2]41.6	0.8	92.5	11.8	80.7
High school diploma or GED	26.3	25.7	0.6	51.1	50.0	1.1	89.2	14.4	74.8
Some college/vocational/technical	35.6	35.4	0.3	63.3	61.4	1.9	90.2	16.2	74.0
Bachelor's degree	51.7	51.6	0.2	70.7	68.4	2.2	91.6	19.0	72.7
Graduate/professional school	[2]60.8	60.4	0.4	77.9	75.6	2.3	89.8	24.4	65.3
Family structure									
Two biological or adoptive parents	38.6	38.0	0.6	61.3	59.5	1.7	88.8	17.6	71.2
One biological or adoptive parent	36.9	36.9	0.0	63.0	61.6	1.4	94.0	15.8	78.2
One biological/adoptive and one step parent	[2]23.1	[2]20.4	2.7	[2]46.9	[2]43.9	3.0	89.4	12.2	77.2
Other relatives	[2]20.8	[2]20.8	0.0	[2]61.3	[2]61.3	0.0	[2]88.0	[2]20.8	[2]67.3
Mother's first language									
English	39.5	39.1	0.4	62.2	61.0	1.2	89.9	17.3	72.6
Spanish	12.3	11.6	0.7	47.3	42.1	5.3	93.0	10.6	82.4
Other	[2]43.2	[2]40.2	3.0	[2]61.5	[2]56.2	5.3	88.8	[2]20.9	[2]67.9
Poverty status[3]									
Poor	24.2	23.9	0.3	51.7	50.9	0.8	90.1	15.7	74.4
Non-poor	42.2	41.7	0.5	63.9	61.9	1.9	90.3	17.2	73.1
Mother's employment status									
35 hours or more per week	43.4	42.7	0.7	63.3	61.0	2.2	90.3	16.5	73.8
Less than 35 hours per week	39.9	39.9	0.0	70.9	68.9	2.0	91.4	20.0	71.4
Looking for work	[2]34.7	[2]33.3	1.4	[2]56.3	[2]55.3	[2]1.0	[2]86.0	[2]16.6	[2]69.4
Not in labor force	30.8	30.4	0.4	53.6	52.5	1.1	90.0	15.6	74.4

[1] See the glossary for definitions of center-based programs and kindergarten.

[2] Interpret with caution; standard errors are large due to small sample size.

[3] The poverty measure presented in this analysis was developed by combining information about household composition and household income. See the supplemental note to this indicator for further discussion.

NOTE: Included in the total but not shown separately are children from other racial/ethnic groups and other types of family structures. This analysis includes children ages 3–5 who were not enrolled in first grade. Age is as of December 31, 1994.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), 1995 (Early Childhood Program Participation File).

Table 1-3 Percentage of 3-, 4-, and 5-year-olds enrolled in center-based programs or kindergarten,[1] by selected student characteristics: 1993

	3-year-olds			4-year-olds			5-year-olds		
Selected student characteristics	Total	Center-based programs	Kinder-garten	Total	Center-based programs	Kinder-garten	Total	Center-based programs	Kinder-garten
Total	**34.1**	**33.8**	**0.3**	**55.3**	**52.8**	**2.5**	**90.0**	**15.8**	**74.1**
Sex									
Male	32.3	32.0	0.3	53.6	52.1	1.5	89.9	17.4	72.5
Female	36.0	35.6	0.4	57.1	53.6	3.5	90.0	14.1	75.9
Race/ethnicity									
White	33.7	33.7	0.0	53.7	51.7	2.0	88.9	18.0	70.9
Black	41.9	39.6	2.3	62.9	58.5	4.5	93.2	12.4	80.8
Hispanic	27.2	27.2	0.0	48.9	46.8	2.1	91.4	12.0	79.4
Household income									
$10,000 or less	32.7	31.9	0.8	52.6	49.6	3.0	89.2	12.8	76.5
10,001–20,000	21.6	20.7	1.0	47.2	45.2	2.0	90.4	11.4	79.0
20,001–35,000	22.2	22.2	0.0	47.8	46.1	1.7	86.8	17.3	69.5
35,001–50,000	37.9	37.9	0.0	57.2	54.8	2.4	90.6	16.4	74.2
50,001 or more	58.7	58.6	0.1	73.2	70.0	3.2	93.7	20.4	73.3
Parents' highest education level									
Less than high school diploma	17.1	17.1	0.0	42.8	40.2	2.6	79.9	14.7	65.2
High school diploma or GED	23.0	22.1	0.9	43.2	41.6	1.7	89.0	14.7	74.4
Some college/vocational/technical	35.9	35.9	0.1	61.1	58.2	2.9	91.1	12.5	78.6
Bachelor's degree	41.1	41.1	0.0	64.1	60.9	3.1	92.5	19.4	73.1
Graduate/professional school	61.9	61.9	0.0	73.3	70.6	2.7	94.3	24.8	69.5
Family structure									
Two biological or adoptive parents	34.4	34.4	[4]0.0	55.1	52.8	2.3	89.1	16.4	72.7
One biological or adoptive parent	33.8	33.0	0.8	57.2	53.9	3.3	92.1	13.6	78.6
One biological/adoptive and one step parent	[2]32.7	[2]32.7	0.0	[2]49.5	[2]48.6	0.9	87.3	13.5	73.8
Other relatives	[2]34.8	[2]28.7	[2]6.1	[2]52.2	[2]51.1	1.1	[2]92.6	[2]27.4	[2]65.2
Mother's first language									
English	35.1	34.7	0.4	55.5	53.2	2.3	89.9	16.5	73.5
Spanish	22.9	22.9	0.0	49.0	45.9	3.1	90.4	13.7	76.8
Other	[2]35.8	[2]35.8	0.0	[2]66.8	[2]63.7	3.1	89.4	2.4	[2]86.9
Poverty status[3]									
Poor	28.8	27.6	1.3	49.4	46.9	2.5	88.3	11.9	76.5
Non-poor	35.6	35.5	0.1	57.3	54.9	2.4	90.6	17.3	73.3
Mother's employment status									
35 hours or more per week	39.2	38.2	0.9	58.3	55.8	2.5	93.6	16.0	77.6
Less than 35 hours per week	37.7	37.7	0.0	62.4	60.6	1.8	88.3	16.3	72.0
Looking for work	[2]28.8	[2]28.8	0.0	56.0	50.5	5.4	85.9	15.0	[2]70.9
Not in labor force	29.3	29.2	0.1	49.7	47.6	2.1	88.0	15.3	72.7

[1] See the glossary for definitions of center-based programs and kindergarten.

[2] Interpret with caution; standard errors are large due to small sample size.

[3] The poverty measure presented in this analysis was developed by combining information about household composition and household income. See the supplemental note to this indicator for further discussion.

[4] Percent less than 0.05 is rounded to 0.0.

NOTE: Included in the total but not shown separately are children from other racial/ethnic groups and other types of family structures. This analysis includes children ages 3–5 who were not enrolled in first grade. Age is as of December 31, 1992.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), 1993 (School Readiness File).

Table 1-4 Percentage of 3-, 4-, and 5-year-olds enrolled in center-based programs or kindergarten,[1] by selected student characteristics: 1991

Selected student characteristics	3-year-olds			4-year-olds			5-year-olds		
	Total	Center-based programs	Kinder-garten	Total	Center-based programs	Kinder-garten	Total	Center-based programs	Kinder-garten
Total	**31.4**	**31.0**	**0.4**	**52.7**	**49.3**	**3.4**	**86.4**	**14.8**	**71.6**
Sex									
Male	31.5	30.9	0.6	52.8	49.2	3.6	85.6	16.1	69.5
Female	31.4	31.1	0.3	52.5	49.4	3.1	87.3	13.6	73.8
Race/ethnicity									
White	33.4	32.9	0.5	52.4	49.4	3.0	85.7	15.4	70.3
Black	31.6	31.3	0.3	57.4	50.8	6.6	92.3	16.7	75.6
Hispanic	19.8	19.7	0.1	47.5	45.0	2.5	85.3	11.3	74.0
Household income									
$10,000 or less	25.4	25.4	0.0	43.3	40.0	3.2	86.1	18.2	67.9
10,001-20,000	23.2	22.5	0.7	45.0	42.1	2.9	84.6	13.0	71.6
20,001-30,000	21.3	20.9	0.3	48.0	43.2	4.8	85.1	13.1	71.9
30,001-50,000	33.4	32.9	0.5	52.3	49.1	3.3	87.3	15.1	72.2
50,001 or more	52.9	52.3	0.6	74.8	72.0	2.8	89.0	14.8	74.2
Parents' highest education level									
Less than high school diploma	17.3	17.0	0.3	33.1	29.6	3.5	85.5	8.9	76.5
High school diploma or GED	23.0	22.3	0.8	40.8	37.9	2.9	84.8	15.0	69.8
Some college/vocational/technical	31.0	30.9	0.1	56.3	52.6	3.7	87.7	15.4	72.4
Bachelor's degree	41.5	41.3	0.3	67.2	63.2	4.0	88.1	17.0	71.1
Graduate/professional school	53.0	52.5	0.4	72.0	70.0	2.0	87.0	17.4	69.6
Mother's first language									
English	32.3	32.0	0.3	53.2	50.0	3.2	86.5	15.7	70.7
Spanish	18.9	18.9	0.0	45.0	42.8	2.2	88.6	8.7	79.9
Other	[2]37.1	[2]36.0	1.1	[2]50.0	[2]45.2	4.8	84.1	11.5	[2]72.7
Mother's employment status									
35 hours or more per week	30.8	30.6	0.3	53.4	49.5	3.9	87.7	14.0	73.7
Less than 35 hours per week	38.3	37.8	0.4	57.3	55.1	2.3	88.9	17.1	71.8
Looking for work	[2]26.0	[2]26.0	0.0	[2]46.4	42.3	4.1	79.5	9.5	[2]70.0
Not in labor force	29.1	28.8	0.3	49.1	46.3	2.8	85.2	15.7	69.6

[1] See the glossary for definitions of center-based programs and kindergarten.

[2] Interpret with caution; standard errors are large due to small sample size.

NOTE: Included in the total but not shown separately are children from other racial/ethnic groups and other types of family structures. This analysis includes children ages 3–5 who were not enrolled in first grade. Age is as of December 31, 1990.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), 1991 (Early Childhood Education File).

Note to Indicator 1: Preprimary enrollment rates

Age of the child

For this analysis, the age of the child was calculated as of December 31, 1990 for 1991 data; as of December 31, 1992 for 1993 data; as of December 31, 1994 for 1995 data; and as of December 31, 1995 for 1996 data.

Enrollment rates

The numerator used to calculate the enrollment rates for this analysis is the number of 3-, 4-, and 5-year-olds who were enrolled in center-based programs or kindergarten as of December 31, 1990, 1992, 1994, and 1995. The denominator used is the total number of children who were ages 3, 4, and 5 as of December 31, 1990, 1992, 1994, and 1995. Children who were enrolled in first grade or higher, or who were in the "ungraded" category, were excluded from this analysis.

Race/ethnicity

A child's race/ethnicity is determined by the composite of the National Household Education Survey (NHES) variables "race" and "Hispanic." If the child's ethnicity was Hispanic, he or she was classified as Hispanic, regardless of whether his or her race was classified as white, black, or other. Children of "other" race/ethnicities were included in the totals but were not shown separately in this analysis.

Parents' highest education level

"Parents' highest education level" is defined as the highest education level of the child's parents or nonparent guardians who resided in the household. It is based on the highest education level of the mother or female guardian or the highest education level of the father or male guardian. If only one parent resided in the household, that parent's highest education level was used.

Poverty measure

The poverty measure used in this analysis was developed by combining information about household composition and household income. Household composition is the count of family members based on the relationship among the household members. The number of family members is the number of persons in the immediate family of the child (e.g., parents, siblings, and the child him/herself). If the child had no parents in the household, the total number of household members was used.

Household income was also used as part of the poverty measure. NHES collects data on household income in increments. Information on the actual household income, which was available for about 7 percent of the population, was also used. Because actual household income was not available in most cases, the measure is an approximation. Households were categorized as "poor" if they met one of the following conditions:

- 2 family members and the household income was $5,000 or less;
- 2 family members and the actual household income was less than $10,000;
- 3 family members and the household income was $10,000 or less;
- 3 family members and the actual household income was less than $12,000;
- 4 or 5 family members and the household income was $15,000 or less;
- 5 family members and the actual household income was less than $18,000;
- 6 or 7 family members and the household income was $20,000 or less;
- 7 family members and the actual household income was less than $23,000;
- 8 family members and the household income was $25,000 or less; or
- 9 or more family members and the household income was $30,000 or less.

This information was available in 1993, 1995, and 1996 only.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), 1991, 1993, 1995, and 1996.

Table 2-1 Percentage of children ages 3–5 who participated in various literacy activities with a parent or family member, by selected characteristics: 1991, 1995, and 1996

	Read to three or more times in the past week			Told a story at least once in the past week			Visited a library in the past month		
Selected characteristics	1991	1995	1996	1991	1995	1996	1991	1995	1996
Total	**71.4**	**83.1**	**82.9**	**72.0**	**81.4**	**82.0**	**36.6**	**41.2**	**38.2**
Child's age[1]									
Age 3	72.7	83.1	82.6	74.3	81.5	82.4	31.2	34.9	34.0
Age 4	71.9	84.4	82.8	72.3	81.5	82.4	37.4	42.2	38.8
Age 5	69.6	81.7	83.1	69.5	81.0	81.0	41.3	46.6	41.9
School enrollment status and level									
Not enrolled	68.8	81.5	80.0	72.3	80.3	80.0	30.5	32.0	31.5
Center-based programs[2]	75.2	85.8	85.2	74.1	82.7	84.0	41.0	46.3	42.6
Kindergarten	71.1	81.3	83.8	68.8	81.0	81.9	41.7	47.3	42.1
Race/ethnicity									
White	77.7	89.0	88.9	73.8	83.9	83.9	40.7	45.1	42.5
Black	59.0	73.7	75.9	66.0	74.4	76.6	27.8	34.1	34.1
Hispanic	53.0	61.5	65.3	68.4	75.1	79.3	24.5	28.0	25.9
Urbanicity[3]									
Urbanized area	(4)	81.5	82.4	(4)	80.4	82.4	(4)	42.0	38.8
Not an urbanized area	(4)	85.0	82.5	(4)	83.0	80.4	(4)	43.5	41.3
Rural	(4)	86.4	84.6	(4)	83.1	81.3	(4)	37.9	34.8
Household income									
$10,000 or less	(4)	73.8	74.4	(4)	76.2	77.1	(4)	28.4	27.1
10,001-20,000	(4)	76.0	72.3	(4)	78.0	78.5	(4)	30.8	28.6
20,001-30,000	(4)	82.3	80.1	(4)	82.1	84.5	(4)	40.7	32.8
30,001-40,000	(4)	84.1	87.7	(4)	78.8	83.6	(4)	43.5	45.8
40,001-50,000	(4)	86.6	85.2	(4)	85.3	79.7	(4)	42.6	43.0
50,001 or more	(4)	92.1	93.6	(4)	86.1	85.6	(4)	54.2	49.5
Parents' highest education level									
Less than high school diploma	53.8	64.4	58.8	67.4	71.9	72.8	18.3	18.3	19.4
High school diploma or GED	63.5	77.9	77.4	68.2	77.6	79.9	26.0	31.5	30.1
Some college/vocational/technical	74.0	85.3	86.5	74.2	82.9	84.6	38.5	40.9	37.1
Bachelor's degree	82.1	89.7	90.9	74.7	85.0	83.2	52.0	53.5	51.9
Graduate/professional school	88.3	94.0	96.1	78.4	88.2	85.8	59.1	62.8	59.5
Family structure									
Two biological or adoptive parents	—	85.6	86.9	—	82.8	84.1	—	45.9	41.8
One biological or adoptive parent	—	77.8	74.3	—	78.6	76.6	—	32.4	32.3
One biological/adoptive and one step parent	—	75.1	79.6	—	79.1	79.5	—	32.2	24.3
Other relatives	—	85.5	[5]71.0	—	[5]79.1	84.1	—	15.8	[5]27.9

— Not available.

[1] Age as of December 31, 1990 for 1991 data, as of December 31, 1994 for 1995 data, and as of December 1, 1995 for 1996 data.

[2] See the glossary for a definition of center-based programs and kindergarten.

[3] See the glossary for a definition of urbanicity.

[4] Urbanicity and household income data were not comparable to data for 1995 and 1996.

[5] Interpret with caution; standard errors are large due to small sample sizes.

NOTE: This analysis includes children ages 3–5 who were not enrolled in first grade. Included in the total but not shown separately are children from other racial/ethnic groups and other types of family structures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), 1991 (Early Childhood Education File), 1995 (Early Childhood Program Participation File), and 1996 (Parent and Family Involvement in Education File).

Note to Indicator 2: Definition of urbanicity

The NHES urbanicity variable is a linked-derived variable that categorizes the respondent's ZIP code as "urban" or "rural." The variable was created using the respondent's ZIP code to extract data from the 1990 Census of Population Summary Tape File 3B. "Urban" is further broken down into "inside urbanized area" (UA) and "outside UA." Definitions for these categories were taken directly from the 1990 Census of the Population. An UA comprises a place and the adjacent densely settled surrounding territory that together have a minimum population of 50,000. The term "place" in the UA definition includes both incorporated places, such as cities and villages, and census-designated places, which are unincorporated areas designated by the Bureau of the Census in cooperation with state and local agencies in order to permit tabulation of data for the Bureau of the Census products. The "densely settled surrounding territory" adjacent to places consists of contiguous and non-contiguous territories of relative high population density within short distances. "Urban outside UA" generally includes incorporated or unincorporated places outside of UAs with a minimum population of 2,500.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES). *Adult Education Data File User's Manual*, 1996.

Table 3-1 Percentage of students who reported using a computer at school or at home, by grade level and family income: October 1984, 1989, and 1993

Current grade level and family income*	1984			1989			1993		
	Used a computer at school	Used a computer at home	Used a computer at home or school	Used a computer at school	Used a computer at home	Used a computer at home or school	Used a computer at school	Used a computer at home	Used a computer at home or school
					Grades 1–6				
Total	**31.3**	**12.1**	**37.2**	**54.1**	**16.6**	**58.8**	**69.7**	**24.1**	**74.0**
Low income	19.1	2.5	20.6	40.9	3.3	42.0	59.8	4.0	60.5
Middle income	30.2	10.0	35.4	54.0	13.5	58.1	69.1	18.8	72.6
High income	43.4	25.0	54.5	64.4	34.6	73.0	78.4	51.4	87.3
					Grades 7–12				
Total	**30.7**	**14.3**	**38.5**	**47.0**	**23.0**	**57.0**	**61.2**	**29.7**	**70.4**
Low income	21.8	3.6	24.3	42.3	6.6	44.9	53.3	6.1	54.8
Middle income	30.2	10.8	35.7	46.3	15.4	54.3	61.2	23.7	68.4
High income	35.8	26.1	50.4	50.9	41.3	68.9	65.5	55.3	83.0

* Low income is the bottom 20 percent of all family incomes; high income is the top 20 percent of all family incomes; and middle income is the 60 percent in between.

NOTE: Data shown in this table are from the Current Population Survey (CPS). The CPS is household-reported data, while the NAEP Almanac data shown in other tables in this analysis are student-reported data. Therefore, data in this table are not comparable to data shown in the other tables of the analysis. See the supplemental note to this indicator for further explanation.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table 3-2 Percentage of students who reported using a computer, by grade and location of use: 1984–96

Year	At home			At school[1]			At the library[2]		
	Grade 4	Grade 8	Grade 11	Grade 4	Grade 8	Grade 11	Grade 4	Grade 8	Grade 11
1984	44.8	36.6	30.3	38.8	33.3	45.0	25.2	20.5	22.2
1988	45.5	46.2	39.7	70.2	58.2	55.3	27.6	39.8	37.4
1990	43.3	41.2	42.8	81.1	59.5	55.1	34.5	35.1	46.2
1992	43.0	44.0	50.7	83.5	62.4	72.8	45.6	47.3	62.1
1994	50.0	50.1	51.0	86.0	72.3	73.9	48.1	56.8	61.3
1996	62.6	61.2	63.3	88.6	76.7	84.0	61.4	66.7	72.9

[1] Based on the percentage of students who reported ever using a computer at school.

[2] School library or public library.

NOTE: Data in this table may seem inconsistent with data in table 3-1 of this analysis due to a difference in the respondents for the two sources. See the supplemental note to this indicator for further explanation.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Almanac: Writing, 1984 to 1996*, 1998.

Table 3-3 Percentage of students who reported ever using a computer or whose families own a computer, by age: 1986–96

Year	Ever used a computer		Family owns a computer	
	Age 9	Age 13	Age 9	Age 13
1986	75.3	89.3	27.8	31.1
1990	79.3	93.3	31.1	37.3
1992	81.8	95.3	33.5	42.2
1994	81.9	94.6	40.6	48.3
1996	82.4	93.9	48.9	55.5

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Almanac: Science, 1986 to 1996*, 1998.

Table 3-4 Percentage of students who had access to a computer and those who studied mathematics through computer instruction, by age: 1978–96

	Age 13		Age 17	
Year	Had access to a computer in school	Studied mathematics through computer instruction	Had access to a computer in school	Studied mathematics through computer instruction
1978	12.2	14.4	24.4	12.3
1982	22.8	23.5	49.6	18.9
1986	46.9	38.9	57.1	22.2
1990	44.1	45.4	54.5	35.0
1992	49.1	53.3	57.7	35.2
1994	47.5	50.3	51.9	34.2
1996	56.2	54.0	57.3	41.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Almanac: Mathematics, 1978 to 1996*, 1998.

Table 3-5 Percentage of students who reported using computers in mathematics class, by grade, country, and frequency of use: 1995

	Fourth grade			Eighth grade		
Country	Never	Some lessons	Most lessons	Never	Once in a while	Always or pretty often
Australia[1]	56.0	37.0	7.0	77.0	18.0	5.0
Austria[1]	97.0	3.0	1.0	62.0	32.0	6.0
Belgium (Fl)[3]	—	—	—	94.0	4.0	2.0
Belgium (Fr)[1]	—	—	—	94.0	3.0	4.0
Canada	62.0	30.0	8.0	82.0	13.0	5.0
Colombia[1]	—	—	—	95.0	3.0	3.0
Cyprus	87.0	8.0	5.0	73.0	16.0	11.0
Czech Republic	93.0	6.0	1.0	88.0	8.0	4.0
Denmark[1]	—	—	—	40.0	51.0	9.0
England[2,3]	40.0	51.0	9.0	45.0	46.0	9.0
France	—	—	—	88.0	8.0	4.0
Germany[1,2,3]	—	—	—	84.0	11.0	5.0
Greece[1]	91.0	5.0	4.0	83.0	10.0	7.0
Hong Kong	95.0	3.0	2.0	91.0	6.0	3.0
Hungary[1]	92.0	6.0	3.0	92.0	5.0	2.0
Iceland	80.0	17.0	3.0	81.0	11.0	8.0
Iran, Islamic Republic[4]	74.0	11.0	14.0	92.0	3.0	4.0
Ireland	83.0	12.0	4.0	96.0	3.0	1.0
Israel[1,2,4]	41.0	38.0	21.0	76.0	12.0	11.0
Japan	90.0	10.0	1.0	77.0	19.0	4.0
Korea	92.0	6.0	2.0	93.0	5.0	2.0
Kuwait[1]	74.0	11.0	15.0	78.0	8.0	14.0
Latvia (LSS)[1,2]	93.0	4.0	3.0	91.0	6.0	3.0
Lithuania[2]	—	—	—	92.0	5.0	3.0
Netherlands[1]	51.0	45.0	4.0	81.0	18.0	2.0
New Zealand	61.0	29.0	11.0	79.0	17.0	4.0
Norway	71.0	25.0	4.0	88.0	10.0	2.0
Portugal	92.0	5.0	3.0	97.0	2.0	1.0
Romania[1]	—	—	—	78.0	8.0	14.0
Russian Federation	—	—	—	94.0	4.0	2.0

Table 3-5 Percentage of students who reported using computers in mathematics class, by grade, frequency of use, and country: 1995—Continued

	Fourth grade			Eighth grade		
Country	Never	Some lessons	Most lessons	Never	Once in a while	Always or pretty often
Scotland[1,3]	33.0	58.0	9.0	54.0	37.0	9.0
Singapore	60.0	35.0	4.0	90.0	8.0	2.0
Slovak Republic	—	—	—	94.0	5.0	1.0
Slovenia[1]	93.0	5.0	2.0	89.0	7.0	3.0
Spain	—	—	—	93.0	4.0	3.0
Sweden	—	—	—	61.0	30.0	9.0
Switzerland[2]	—	—	—	82.0	14.0	4.0
Thailand[1]	88.0	8.0	4.0	91.0	6.0	3.0
United States[3]	59.0	28.0	13.0	69.0	21.0	10.0

— Not available.

[1] Country did not meet international guidelines for the primary and/or middle schools study.

[2] Country excluded more than 10 percent of the population from testing for the primary and/or middle schools study. Because coverage falls below 65 percent, Latvia is designated LSS for Latvian-speaking schools.

[3] Country achieved a participation rate of 75 percent of the schools and students combined, for the primary and/or middle schools study, only after replacements for refusals were substituted.

[4] Indicates a student response rate of 70 to 84 percent for primary school study.

NOTE: See the supplemental note to *Indicator 20* for further explanation on countries which complied or did not comply with various data collection and sampling guidelines.

SOURCE: International Association for the Evaluation of Educational Achievement, TIMSS International Study Center, *Mathematics Achievement in the Primary School Years, IEA's Third International Mathematics and Science Study*, 1997, table 5.18; *Mathematics Achievement in the Middle School Years, IEA's Third International Mathematics and Science Study*, 1996, table 5.18.

Note to Indicator 3: Comparability of sources for student computer use

Two primary data sources were used for the analysis in *Indicator 3*. Each surveyed different populations for different reasons. The full citations for these data sources are as follows:

- U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Almanac: Writing, 1984 to 1996, Mathematics, 1978 to 1996, Science, 1986 to 1996*, 1998.
- U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys, 1984, 1989, and 1993.

The National Assessment of Educational Progress (NAEP) Almanac data come from a survey administered to 4th-, 8th-, and 11th-graders every 2 years. The questions on computer use are background questions administered to the students along with an assessment of their skills in mathematics, science, reading, and writing. The background questionnaire asks, among other things, how much time students spend on computers and for what activities they use a computer.

The October Current Population Surveys (CPS) are administered to households each year. The computer component of these surveys is included every few years, and has questions concerning the access students in the household have to computers at school and at home. These data can be broken out by race/ethnicity and family income to provide descriptive information on who has access to computers and where computers are being used.

Because one survey is directed toward students and the other survey is directed toward heads of households, the data from the two surveys are not comparable. In fact, the difference in the respondents for these two surveys may account for the inconsistencies between data shown in supplemental tables 3-1 and 3-2, including the fact that household respondents reported students using computers at home less often than students themselves reported using computers at home.

31

Table 4-1 Percentage of schools and instructional rooms with Internet access, by control and level of school: Fall 1995

Level of school[2]	Percentage of schools with Internet access		Percentage of instructional rooms with Internet access[1]	
	Public	Private	Public	Private
Total	**50**	**25**	**8**	**5**
Elementary	46	23	8	3
Secondary	65	57	8	6
Combined	([2])	19	([2])	8

[1] Based on the total number of instructional rooms in regular public and private schools.

[2] Data for combined public schools are not reported as a separate level of school because there are too few sample observations for reliable estimates. Data for combined public schools are included in the public school total.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Advanced Telecommunications in U.S. Public Elementary and Secondary Schools, Fall 1996*, 1997, and *Advanced Telecommunications in U.S. Private Schools, K–12, Fall 1995*, 1997.

Table 4-2 Percentage of public schools with Internet access and members of the school community with access to Internet capabilities, by type of Internet capability: Fall 1996

Internet capabilities	Available[1]	Member of the school community with access to Internet capability[2]		
		Teachers	Administrative staff	Students
E-mail	90	88	92	35
News groups	57	91	85	43
Resource location services (e.g., Gopher, Archie, Veronica, etc.)	67	93	87	64
World Wide Web access (e.g., browsers such as Netscape, MOSAIC)	89	94	86	74

[1] Based on the number of schools with Internet access (65 percent of public schools).

[2] Based on the number of schools with the corresponding Internet capability.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Advanced Telecommunications in U.S. Public Elementary and Secondary Schools, Fall 1996*, 1997.

Table 4-3 Percentage of private schools with Internet access and members of the school community with access to Internet capabilities, by type of Internet capability: Fall 1995

Internet capabilities	Available[1]	Member of the school community with access to Internet capability[2]		
		Teachers	Administrative staff	Students
E-mail	94	74	91	39
News groups	69	79	78	55
Resource location services (e.g., Gopher, Archie, Veronica, etc.)	67	85	79	68
World Wide Web access (e.g., browsers such as Netscape, MOSAIC)	72	87	79	70

[1] Based on the number of schools with Internet access (25 percent of private schools).

[2] Based on the number of schools with the corresponding Internet capability.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Advanced Telecommunications in U.S. Private Schools, K–12, Fall 1995*, 1997.

Table 4-4 Percentage of public schools and instructional rooms with Internet access, by school characteristics: Fall 1994–97

School characteristics	Percentage of schools with Internet access				Percentage of instructional rooms with Internet access[1]			
	1994	1995	1996	1997	1994	1995	1996	1997
Total	**35**	**50**	**65**	**78**	**3**	**8**	**14**	**27**
Level of school[2]								
Elementary	30	46	61	75	3	8	13	24
Secondary	49	65	77	89	4	8	16	32
School size								
Less than 300	30	39	57	75	3	9	15	27
300-999	35	52	66	78	3	8	13	28
1,000 or more	58	69	80	89	3	4	16	25
Urbanicity								
City	40	47	64	74	4	6	12	20
Urban fringe	38	59	75	78	4	8	16	29
Town	29	47	61	84	3	8	14	34
Rural	35	48	60	79	3	8	14	30
Region								
Northeast	34	59	70	78	3	6	10	22
Southeast	29	44	62	84	2	5	10	26
Central	34	52	66	79	3	10	19	33
West	42	48	62	73	5	9	15	27
Percentage of students eligible for free or reduced-price lunch								
Less than 11	—	62	78	88	—	9	18	36
11-30	—	59	72	83	—	10	16	32
31-70	—	47	58	78	—	7	14	27
71 or more	—	31	53	63	—	3	7	14
Percentage of minority students enrolled								
Less than 6	—	52	65	84	—	9	18	37
6-20	—	58	72	87	—	10	18	35
21-49	—	54	65	73	—	9	12	22
50 or more	—	40	56	63	—	3	5	13

— Not available.

[1] Based on the total number of instructional rooms in regular public schools.

[2] Data for combined schools are not reported as a separate level of school because there are too few sample observations for reliable estimates. Data for combined schools are included in the totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "Internet Access in Public Schools," Issue Brief and Issue Brief supplemental table 1, February 1998.

Table 4-5 Percentage of private schools and instructional rooms with Internet access, students attending schools with Internet access, and school computers with Internet access, by school characteristics: Fall 1995

School characteristics	Percentage of schools with Internet access	Percentage of instructional rooms with Internet access*	Percentage of students attending schools with Internet access	Percentage of school computers with Internet access
Total	**25**	**5**	**41**	**9**
Level of school				
Elementary	23	3	32	5
Secondary	57	6	70	10
Combined	19	8	41	16
School size				
Less than 150	13	2	16	5
150-299	27	3	28	4
300 or more	50	8	56	13
Urbanicity				
City	32	6	46	10
Urban fringe	26	4	39	7
Town	22	5	34	12
Rural	4	1	21	3
Region				
Northeast	28	5	38	8
Southeast	22	5	46	10
Central	23	6	39	11
West	26	3	44	7
Percentage of minority students enrolled				
Less than 6	24	3	38	7
6-20	29	9	51	13
21-49	29	3	44	6
50 or more	18	2	24	5
Affiliation				
Catholic	35	4	43	6
Other religious	16	2	30	5
Nonsectarian	32	13	59	23

* Based upon the total number of instructional rooms in regular private schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Advanced Telecommunications in U.S. Private Schools, K-12, Fall 1995*, 1997.

Table 5-1 Percentage of students ages 6–20 who were enrolled in grades 1–12 and who participated in various summer activities, by selected student characteristics: Summer 1996

Selected student characteristics	Attended summer school	Participated in other organized summer activities	Worked for pay[1]	Participated in unpaid internship[1]	Participated in community service[1]
Total[2]	**9.2**	**37.7**	**26.3**	**2.0**	**9.4**
Sex					
Male	10.2	39.1	27.2	1.9	7.7
Female	8.2	36.1	25.2	2.1	11.3
Grade level					
1-7	7.5	41.9	—	—	—
8-10	9.9	35.5	13.2	1.8	9.0
11-12	14.9	27.7	47.5	2.3	10.4
Race/ethnicity					
White	7.3	45.0	30.8	2.2	10.9
Black	11.0	24.8	17.4	1.5	6.5
Hispanic	14.0	19.2	16.0	1.5	5.9
Metropolitan statistical area (MSA)[3]					
Central cities, in MSA	10.7	30.9	19.1	2.2	8.2
Non central cities, in MSA	9.9	41.9	26.4	2.1	10.4
Nonmetropolitan area	6.9	34.6	31.6	1.5	6.9
Family income[4]					
Low	9.4	18.3	17.7	1.1	5.6
Middle	8.9	35.2	25.8	2.0	8.4
High	9.9	55.1	31.6	2.4	13.4
Parents' highest education level[5]					
Less than high school diploma	10.5	12.1	14.3	1.1	3.4
High school diploma or GED	7.8	28.1	25.6	1.8	5.8
Some college	9.5	40.5	29.5	2.0	10.2
Bachelor's degree or higher	9.9	57.2	28.6	2.6	15.0

— Not applicable.

[1] For students enrolled in grades 8–12.

[2] Included in the total but not shown separately are students ages 6–20 whose grade levels were unknown, students from other racial/ethnic groups, students whose MSA was not identified, and students whose parents' highest education level was not available.

[3] See the glossary for information on MSA.

[4] Low income is the bottom 20 percent of all family incomes; high income is the top 20 percent of all family incomes; and middle income is the 60 percent in-between.

[5] A parent's highest education level was determined by merging information from the parent's records with information from their child's records. When no parent resided with the student, information from the child's guardian was used.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Survey, 1996.

Table 5-2 Percentage of students ages 6–20 who were enrolled in grades 1–12 and who attended summer school, and percentage of students who participated in other organized summer activities, by selected summer school and summer activity characteristics: Summer 1996

Selected summer school and summer activity characteristics	Grades 1-7	Grades 8-10	Grades 11-12
Attended summer school	**7.5**	**9.9**	**14.9**
Reasons for attending summer school[1]			
Retake a subject	19.4	40.1	43.9
Other reasons[2]			
Improve basic skills	66.3	37.8	25.3
Learn English as second language	6.7	2.8	3.3
Take subject not offered during the regular school year	36.3	14.6	12.7
Take regular high school courses	—	30.2	35.0
Take courses for college credit	—	3.4	14.4
Take subjects for some other reason	—	29.5	23.3
Number of weeks student attended summer school[3]			
1-4	44.4	38.6	27.6
5-8	48.4	54.8	61.9
9-12	6.5	5.9	8.9
Participated in other organized summer activities	**41.9**	**35.5**	**27.7**
Primary focus of organized summer activities[4]			
Arts and crafts	30.6	19.3	17.6
Sports	72.8	69.6	66.4
Computer, math, or sciences related activities	11.3	7.0	3.4
Language arts, history or foreign languages	6.3	3.3	5.6
Religious studies	21.8	21.2	18.8
Other activities	19.1	16.7	15.2
Number of activities in which student participated[3]			
1	52.4	55.8	63.7
2-4	41.9	39.1	34.1
5 or more	5.3	4.0	1.2
Student participated in summer activity during the hours he/she would normally be in school during the regular school year	75.0	74.5	71.6

— Not applicable.

[1] Based on students who attended summer school. Percentages may not add to 100 because students may have attended more than one class, and therefore may have had more than one reason for attending summer school.

[2] The individual question items under "other reasons" were asked only of students who attended summer school for reasons other than "retaking a subject."

[3] Percentages may not add to 100.0 due to item non-response for this question.

[4] Based on students who participated in organized summer activities other than summer school. Percentages may not add to totals because students may have participated in more than one activity.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Survey, 1996.

Table 6-1 Event dropout rates[1] for those in grades 10–12, ages 15–24, by parents' highest education level:[2] October 1990–96

Parents' highest education level	1990	1991	1992	1993	1994	1995	1996
Total	**4.0**	**4.0**	**4.4**	**4.5**	**5.3**	**5.7**	**5.0**
Less than high school completer	9.6	7.4	11.2	9.9	10.9	11.9	10.2
High school completer	3.4	4.3	4.6	4.7	6.7	7.5	4.8
Some college	2.3	2.7	2.2	3.3	2.7	3.8	3.9
Bachelor's degree or higher	0.8	1.1	0.6	1.2	1.1	1.1	1.4
Not available[3]	24.9	22.3	18.9	17.3	24.7	22.7	27.8

[1] The event dropout rate is the percentage of those in grades 10–12, ages 15–24, who were enrolled the previous October, but who were not enrolled and had not graduated the following October.

[2] Parents' highest education level is defined as either 1) the highest educational attainment of the two parents who reside with the student, or if only one parent is in the residence, the highest educational attainment of that parent; or 2) when neither parent resides with the student, the highest educational attainment of the head of the household and his or her spouse.

[3] Parents' highest education level is not available for 1) those who do not live with their parents and who are classified as the head of the household (not including those who live in college dormitories); and 2) those whose parents' education level was not reported. In 1996, 23 percent of event dropouts ages 15–24 were in this category.

NOTE: Some data were revised from previously published figures.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table 6-2 Event dropout rates[1] for those in grades 10–12, ages 15–24, by sex, race/ethnicity, and family income: October 1972–96

		Sex		Race/ethnicity[2]			Family income[3]		
October	Total	Male	Female	White	Black	Hispanic	Low	Middle	High
1972	6.1	5.9	6.3	5.3	9.5	11.2	14.1	6.7	2.5
1973	6.3	6.8	5.7	5.5	9.9	10.0	17.3	7.0	1.8
1974	6.7	7.4	6.0	5.8	11.6	9.9	—	—	—
1975	5.8	5.4	6.1	5.0	8.7	10.9	15.7	6.0	2.6
1976	5.9	6.6	5.2	5.6	7.4	7.3	15.4	6.8	2.1
1977	6.5	6.9	6.1	6.1	8.6	7.8	15.5	7.6	2.2
1978	6.7	7.5	5.9	5.8	10.2	12.3	17.4	7.3	3.0
1979	6.7	6.8	6.7	6.0	9.9	9.8	17.1	6.9	3.6
1980	6.1	6.7	5.5	5.2	8.2	11.7	15.8	6.4	2.5
1981	5.9	6.0	5.8	4.8	9.7	10.7	14.4	6.2	2.8
1982	5.5	5.8	5.1	4.7	7.8	9.2	15.2	5.6	1.8
1983	5.2	5.8	4.7	4.4	7.0	10.1	10.4	6.0	2.2
1984	5.1	5.4	4.8	4.4	5.7	11.1	13.9	5.1	1.8
1985	5.2	5.4	5.0	4.3	7.8	9.8	14.2	5.2	2.1
1986	4.7	4.7	4.7	3.7	5.4	11.9	10.9	5.1	1.6
1987	4.1	4.3	3.8	3.5	6.4	5.4	10.3	4.7	1.0
1988	4.8	5.1	4.4	4.2	5.9	10.4	13.7	4.7	1.3
1989	4.5	4.5	4.5	3.5	7.8	7.8	10.0	5.0	1.1
1990	4.0	4.0	3.9	3.3	5.0	7.9	9.5	4.3	1.1
1991	4.0	3.8	4.2	3.2	6.0	7.3	10.6	4.0	1.0
1992	4.4	3.9	4.9	3.7	5.0	8.2	10.9	4.4	1.3
1993	4.5	4.6	4.3	3.9	5.8	6.7	12.3	4.3	1.3
1994[4]	5.3	5.2	5.4	4.2	6.6	10.0	13.0	5.2	2.1
1995[4]	5.7	6.2	5.3	4.5	6.4	12.4	13.3	5.7	2.0
1996[4]	5.0	5.0	5.1	4.1	6.7	9.0	11.1	5.1	2.1

— Not available.

[1] The event dropout rate is the percentage of those in grades 10–12, ages 15–24, who were enrolled the previous October, but who were not enrolled and had not graduated the following October.

[2] Included in the total but not shown separately are dropouts from other racial/ethnic groups.

[3] Low income is the bottom 20 percent of all family incomes; high income is the top 20 percent of all family incomes; and middle income is the 60 percent in-between.

[4] Beginning in 1994, new survey collection techniques and population weighting were used. See the supplemental note to this indicator for further discussion.

NOTE: Beginning in 1992, the Current Population Survey (CPS) changed the questions used to obtain the educational attainment of respondents. See the supplemental note to this indicator for further discussion.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Dropout Rates in the United States: 1996* (based on the October Current Population Surveys).

Note to Indicator 6: Recent school dropouts

In this analysis, recent school dropouts are measured using the event dropout rate. The event dropout rate is the percentage of students ages 15–24 enrolled in grades 10–12 in October of a given year who are not enrolled and have not completed high school 1 year later.

Calculating the event dropout rate requires estimating 1) the number of students who left high school before completing (recent dropouts), and 2) the number of students who were enrolled in grades 10, 11, and 12 the previous October. The event dropout rate for 1996 is calculated by using data from the October Current Population Survey (CPS). The numerator is estimated as the number of persons ages 15–24 who were enrolled in grades 10–12 in October 1995, who were not enrolled in grades 10–12 in October 1996, and who had not completed 12 years of school. The denominator is estimated as the event dropouts and those ages 15–24 who attended grades 10, 11, and 12 in October 1995 and who were still enrolled, or who had completed 12 (or more) years of school and who indicated that they had completed high school between October 1995 and 1996. Those enrolled in special schools in October were counted as "not enrolled in regular school" and may have been classified as recent dropouts if they were enrolled in a regular school the previous October.

Change in CPS questions used to report educational attainment

From 1972 to 1991, the CPS defined educational attainment as "years of school completed." Individuals who completed 12 years of school were regarded as high school graduates and those who completed 16 years of school were considered college graduates. The number of years of school completed was based on responses to two questions: 1) "What is the highest grade...ever attended?" and 2) "Did...complete it?" For example, an individual who responded that the highest grade he or she ever attended was the first year of college and that he or she did not complete it was regarded as having completed 12 years of school. Beginning in 1992, these two questions were combined into a single question: "What is the highest level of school...has completed or the highest degree...has received?" Previously, the earlier high school levels were listed as single summary categories such as "9th grade, 10th grade, or 11th grade." Several new categories were added, including "12th grade, no diploma"; "H.S. completer—diploma or equivalent"; and "Some college—no degree." Also, college degrees were listed by type, allowing for a more accurate description of educational attainment. See the supplemental note to *Indicator 22* for further discussion on the effects of this change in measuring educational attainment.

Procedural changes

In 1994, the Bureau of the Census introduced several changes to the procedures used in the CPS. These changes may affect the comparability of current statistics to those derived from earlier surveys. In 1994, the sample weights were calculated using information from both the 1980 and the 1990 Decennial Censuses. In earlier surveys, 1990 population figures were based on the 1980 Decennial Census and information collected during the 1980s on births, deaths, and migration. If, for some groups, the latter produces different population estimates than the former, the sample weights would change, along with the statistics used to calculate them.

Also, the Bureau began using Computer-Aided Personal (and Telephone) Interviews (CAPI and CATI) to administer the survey in 1994. For earlier surveys, interviewers were given printed questionnaires to use. It is well known that the method in which a survey is administered can have effects on its responses. Although substantial testing was performed to minimize or predict these effects, all questions were not tested. Therefore, some statistics, such as dropout rates, may be affected by the change in survey procedures.

Table 7-1 Percentage of high school completers ages 16–24 who were enrolled in college the October after completing high school, by type of institution, family income, and race/ethnicity: October 1972–96

				Family income[1]				Race/ethnicity[2]				
		Type of institution		Low		Middle	High	White	Black		Hispanic	
October	Total	2-year	4-year	Annual	3-year average	Annual	Annual	Annual	Annual	3-year average	Annual	3-year average
1972	49.2	—	—	26.1	([3])	45.2	63.8	49.7	44.6	([3])	45.0	([3])
1973	46.6	14.9	31.7	20.3	([3])	40.9	64.4	47.8	32.5	41.4	54.1	48.7
1974	47.6	15.2	32.4	—	—	—	—	47.2	47.2	40.5	46.9	53.0
1975	50.7	18.2	32.6	31.2	([3])	46.2	64.5	51.1	41.7	44.4	58.0	52.5
1976	48.8	15.6	33.3	39.1	32.7	40.5	63.0	48.8	44.4	45.2	52.7	53.8
1977	50.6	17.5	33.1	27.7	32.8	44.2	66.3	50.8	49.5	46.8	50.8	48.5
1978	50.1	17.0	33.1	31.4	29.9	44.3	64.0	50.5	46.4	47.5	42.0	45.9
1979	49.3	17.5	31.8	30.5	31.5	43.2	63.2	49.9	46.7	45.3	45.0	46.4
1980	49.3	19.4	29.9	32.5	32.2	42.5	65.2	49.8	42.7	44.0	52.3	49.8
1981	53.9	20.5	33.5	33.6	33.0	49.2	67.6	54.9	42.7	40.4	52.1	49.2
1982	50.6	19.1	31.5	32.8	33.7	41.7	70.9	52.7	35.8	38.9	43.2	49.8
1983	52.7	19.2	33.5	34.6	34.0	45.2	70.3	55.0	38.2	37.9	54.2	47.3
1984	55.2	19.4	35.8	34.5	36.4	48.4	74.0	59.0	39.8	40.0	44.3	49.9
1985	57.7	19.6	38.1	40.2	36.2	50.6	74.6	60.1	42.2	39.6	51.0	46.5
1986	53.8	19.3	34.5	33.9	37.0	48.5	71.0	56.8	36.9	43.8	44.0	42.9
1987	56.8	18.9	37.9	36.9	37.8	50.0	73.8	58.6	52.2	44.5	33.5	44.9
1988	58.9	21.9	37.1	42.5	42.5	54.7	72.8	61.1	44.4	50.0	57.1	48.6
1989	59.6	20.7	38.9	48.1	45.8	55.4	70.7	60.7	53.4	48.2	55.1	51.6
1990	60.1	20.1	40.0	46.7	44.7	54.4	76.6	63.0	46.8	48.9	42.7	51.7
1991	62.5	24.9	37.7	39.5	42.3	58.4	78.2	65.4	46.4	47.2	57.2	51.6
1992	61.9	23.0	38.9	40.9	43.6	57.0	79.0	64.3	48.2	50.1	55.0	58.1
1993	61.5	22.4	39.1	50.4	44.1	56.9	79.3	62.9	55.6	51.5	62.2	55.4
1994	61.9	21.0	40.9	41.0	41.9	57.8	78.4	64.5	50.8	52.5	49.1	55.0
1995	61.9	21.5	40.4	34.2	41.3	56.1	83.4	64.3	51.2	52.6	53.7	51.2
1996	65.0	23.1	41.9	48.6	([3])	62.7	78.0	67.4	56.0	([3])	50.8	([3])

— Not available. Data for type of institution were not collected until 1973, and data on family income were not available in 1974.

[1] Low income is the bottom 20 percent of all family incomes; high income is the top 20 percent of all family incomes; and middle income is the 60 percent in-between. See the supplemental note to this indicator for further discussion.

[2] Included in the total but not shown separately are high school completers from other racial/ethnic groups.

[3] Due to small sample sizes for the low income, black, and Hispanic categories, 3-year averages also were calculated for each category. For example, the 3-year average for blacks in 1973 is the average percentage of black high school completers ages 16–24 who were enrolled in college the October after completing high school in 1972, 1973, and 1974. Thus, 3-year averages cannot be calculated for 1972 and 1996, and for groups of 3 years in which some data are not available (e.g., 1973–75 for the low income category).

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table 7-2 Percentage of high school completers ages 16–24 who were enrolled in college the October after completing high school, by parents' highest education level: October 1990–96

Parents' highest education level[1]	1990	1991	1992	1993	1994	1995	1996
Total	**60.1**	**62.5**	**61.9**	**61.5**	**61.9**	**61.9**	**65.0**
Less than high school completer	33.9	42.6	33.1	47.1	43.0	27.3	45.0
High school completer	49.0	51.0	55.5	52.3	49.9	47.0	56.1
Some college	65.6	67.5	67.5	62.7	65.0	70.2	66.6
Bachelor's degree or higher	83.1	87.2	81.3	87.9	82.5	87.7	85.2
Not available[2]	47.7	42.1	38.0	42.0	43.1	30.8	45.6

[1] Parents' highest education level is defined as either 1) the highest educational attainment of the two parents who reside with the student or, if only one parent is in the residence, the highest educational attainment of that parent; or 2) when neither parent resides with the student, the highest educational attainment of the head of the household and his or her spouse.

[2] Parents' highest education level is not available for 1) those who do not live with their parents and who are classified as the head of the household (not including those who live in college dormitories), and 2) those whose parents' educational attainment was not reported. In 1996, approximately 11 percent of high school graduates ages 16–24 were in this category.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table 7-3 Percentage of high school completers ages 16–24 who were enrolled in college the October after completing high school, by sex and type of institution: October 1972–96

	Male			Female		
October	Total	2-year	4-year	Total	2-year	4-year
1972	52.7	—	—	46.0	—	—
1973	50.0	14.6	35.4	43.4	15.2	28.2
1974	49.4	16.6	32.8	45.9	13.9	32.0
1975	52.6	19.0	33.6	49.0	17.4	31.6
1976	47.2	14.5	32.7	50.3	16.6	33.8
1977	52.1	17.2	35.0	49.3	17.8	31.5
1978	51.1	15.6	35.5	49.3	18.3	31.0
1979	50.4	16.9	33.5	48.4	18.1	30.3
1980	46.7	17.1	29.7	51.8	21.6	30.2
1981	54.8	20.9	33.9	53.1	20.1	33.0
1982	49.1	17.5	31.6	52.0	20.6	31.4
1983	51.9	20.2	31.7	53.4	18.4	35.1
1984	56.0	17.7	38.4	54.5	21.0	33.5
1985	58.6	19.9	38.8	56.8	19.3	37.5
1986	55.8	21.3	34.5	51.9	17.3	34.6
1987	58.3	17.3	41.0	55.3	20.3	35.0
1988	57.1	21.3	35.8	60.7	22.4	38.3
1989	57.6	18.3	39.3	61.6	23.1	38.5
1990	58.0	19.6	38.4	62.2	20.6	41.6
1991	57.9	22.9	35.0	67.1	26.8	40.3
1992	60.0	22.1	37.8	63.8	23.9	40.0
1993	58.7	22.4	36.3	64.0	22.4	41.6
1994	60.6	23.0	37.5	63.2	19.1	44.1
1995	62.6	25.3	37.4	61.3	18.1	43.2
1996	60.1	21.5	38.5	69.7	24.6	45.1

— Not available. Data for type of institution were not collected until 1973.

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Note to Indicator 7: Family income

The Current Population Survey (CPS) includes a family income variable that is used in many indicators in this publication as a measure of a student's economic standing. The three family income categories used in this publication are low, middle, and high income. Low income is the bottom 20 percent of all family incomes; high income is the top 20 percent of all family incomes; and middle income is the 60 percent in-between. The table that follows shows the real dollar amounts (rounded to the nearest $100) of the breakpoints between low and middle income and between middle and high income. For example, in 1996, low income was defined as the range between $0–12,200; middle income was defined as the range between $12,201–58,100; and high income was defined as $58,100 and over. Therefore, the breakpoints between low and middle income and between middle and high income are $12,200 and $58,100, respectively.

Dollar value (in current dollars) at the breakpoints between low and middle income and between middle and high income categories of family income: October 1970–96

	Breakpoints between:	
October	Low and middle income	Middle and high income
1970	$3,300	$11,900
1971	—	—
1972	3,500	13,600
1973	3,900	14,800
1974	—	—
1975	4,300	17,000
1976	4,600	18,300
1977	4,900	20,000
1978	5,300	21,600
1979	5,800	23,700
1980	6,000	25,300
1981	6,500	27,100
1982	7,100	31,300
1983	7,300	32,400
1984	7,400	34,200
1985	7,800	36,400
1986	8,400	38,200
1987	8,800	39,700
1988	9,300	42,100
1989	9,500	44,000
1990	9,600	46,300
1991	10,500	48,400
1992	10,700	49,700
1993	10,800	50,700
1994	11,800	55,300
1995	11,700	56,200
1996	12,200	58,100

— Not available

NOTE: Amounts are rounded to nearest $100.

Table 8-1 Percentage distribution of 1992 high school graduates qualified for admission at a 4-year institution, by race/ethnicity and family income: 1992–94

Race/ethnicity and family income	Marginally or unqualified	College-qualified*				
		Total	Minimally	Moderately	Highly	Very highly
Total	**35.5**	**64.5**	**16.6**	**15.9**	**18.2**	**13.8**
Race/ethnicity						
White	31.9	68.2	16.1	16.6	20.3	15.2
Black	53.1	46.9	16.7	14.0	9.9	6.3
Hispanic	47.0	53.0	20.7	13.6	10.8	7.9
Asian/Pacific Islander	27.3	72.7	14.6	15.0	20.2	23.0
American Indian/Alaskan Native	55.2	44.8	22.2	15.8	5.9	1.0
Family income						
Low (less than $25,000)	47.5	52.5	18.7	12.8	13.6	7.3
Middle ($25,000–74,999)	32.4	67.6	16.1	17.0	19.9	14.6
High ($75,000 or more)	14.1	85.9	11.5	18.4	27.0	29.0

* Four-year college qualification index based on high school GPA, senior class rank, NELS 1992 aptitude test, SAT and ACT scores, and curricular rigor. See the supplemental note to this indicator for a more detailed description.

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988 (NELS:88), Third Follow-up (1994).

Table 8-2 Percentage of college-qualified[1] 1992 high school graduates taking steps toward admission at a 4-year institution[2] who were accepted, and percentage distribution according to postsecondary attendance, by race/ethnicity and family income: 1992–94

Race/ethnicity and family income	Percentage accepted at a 4-year institution	Postsecondary attendance by 1994[3]			
		Any 4-year institution	Public 2-year college	Other less-than-4-year	Did not attend
Total	**93.3**	**83.7**	**11.1**	**1.3**	**4.0**
Race/ethnicity					
White	93.9	84.4	11.2	1.2	3.2
Black	90.3	81.5	8.5	2.6	7.4
Hispanic	90.9	77.2	13.0	1.0	8.9
Asian/Pacific Islander	93.6	84.4	11.1	0.3	4.2
American Indian/Alaskan Native	78.5	([4])	([4])	([4])	([4])
Family income					
Low (less than $25,000)	93.5	82.5	11.2	1.7	4.6
Middle ($25,000–74,999)	92.7	82.1	12.5	1.4	4.1
High ($75,000 or more)	97.5	91.5	5.6	0.7	2.1

[1] Four-year college qualification index based on high school GPA, senior class rank, NELS 1992 aptitude test, SAT and ACT scores, and curricular rigor. See the supplemental note to this indicator for a more detailed description.

[2] Took a college entrance examination (SAT or ACT) and applied for admission to a 4-year institution.

[3] First institution attended, if any. Includes students not accepted at a 4-year institution.

[4] Too few sample observations for a reliable estimate.

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988 (NELS:88), Third Follow-up (1994).

Note to Indicator 8: Access to higher education

The college qualification index was developed for a recent NCES publication, *Access to Postsecondary Education for the 1992 High School Graduates* (NCES 98-105). The index measures a student's readiness to attend a 4-year college or university and uses up to five sources of information about a student's preparation: high school grade point average (GPA) in academic courses, senior class rank, scores on the NELS 1992 cognitive test battery, and ACT and SAT college entrance examination scores. Because admission standards and requirements vary widely among 4-year colleges and universities, the approach used was to examine the actual distribution of these five measures of academic aptitude and achievement among those graduating seniors who did attend a 4-year institution. Approximately half (45 percent) of the NELS graduating seniors had data available for four or five of the criteria: class rank, GPA, the NELS test, and ACT and SAT scores. For about one-third of the students, only three data sources were available because they lacked ACT or SAT scores. All of these students had NELS test scores, however. In order to identify as many students as possible who were potentially academically qualified to attend a 4-year institution, students were assigned the highest level of qualification yielded by any of the five criteria available.

Students were classified in a two-stage process. The initial classification was determined as follows:

- Very highly qualified: those whose highest value on any of the five criteria would put them among the top 10 percent of 4-year college students (specifically the NELS 1992 graduating seniors who enrolled in 4-year colleges and universities) for that criterion. Minimum values were GPA=3.7, class rank percentile=96, NELS test percentile=97, combined SAT=1250, composite ACT=28.

- Highly qualified: those whose highest value on any of the five criteria would put them among the top 25 percent of 4-year college students (but not the top 10 percent) for that criterion. Minimum values were GPA=3.6, class rank percentile=89, NELS test percentile=90, combined SAT=1110, composite ACT=25.

- Moderately qualified: those whose highest value on any of the five criteria would put them among the top 50 percent (but not the top 25 percent, i.e., in the second quartile) of 4-year college students for that criterion. Minimum values were GPA=3.2, class rank percentile=75, NELS test percentile=76, combined SAT=960, composite ACT=22.

- Minimally qualified: those whose highest value on any of the five criteria would put them among the top 75 percent (but not the top 50 percent, i.e., in the third quartile) of 4-year college students for that criterion. Minimum values were GPA=2.7, class rank percentile=54, NELS test percentile=56, combined SAT=820, composite ACT=19.

- Marginally or not qualified: those who had no value on any criterion that would put them among the top 75 percent of 4-year college students (i.e., all values were in the lowest quartile). In addition, those in vocational programs (according to their high school transcript) were classified as not college qualified.*

Next, some adjustments were made for programs of rigorous academic coursework, defined as including at least 4 years of English; 3 years each of science, mathematics, and social studies; and 2 years of a foreign language. Those who had taken a program of rigorous academic courses were moved up into the next highest level of qualification, and those in the "very highly qualified" category who had not taken the rigorous academic coursework were moved down into the "highly qualified" category.

Students were identified as "college qualified" if they were at least minimally qualified according to this index. However, it is important to recognize that by definition, the "marginally or not qualified" category includes students who enrolled at a 4-year institution. Admission standards vary widely and admission may be based on factors other than academic preparation (for example, some public 4-year institutions are open to any in-state high school graduate).

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* This procedure affected the classification of less than 1 percent of students, because very few students in vocational programs met any of the criteria for a higher classification.

Table 9-1 Percentage of high school completers enrolled in college, by age, race/ethnicity, and type of institution: October 1973–96

October	Ages 18-24				Ages 25-34				Age 35 or older			
	Total	White	Black	Hispanic	Total	White	Black	Hispanic	Total	White	Black	Hispanic
					2-year institutions							
1973	6.3	6.3	4.6	9.8	2.1	2.0	2.3	3.6	—	—	—	—
1974	7.0	6.4	7.2	14.6	2.4	2.2	3.6	3.3	—	—	—	—
1975	8.1	7.7	9.3	13.6	3.0	2.7	5.2	5.5	—	—	—	—
1976	7.8	7.3	8.6	14.4	3.1	2.7	4.8	6.5	0.9	0.9	1.4	2.1
1977	8.0	7.5	9.8	13.9	3.1	2.8	5.5	4.6	—	—	—	—
1978	8.0	7.6	7.9	11.9	2.7	2.5	4.1	4.6	1.0	0.9	1.7	1.9
1979	7.6	7.1	8.4	13.3	2.6	2.4	3.2	4.4	1.0	0.9	1.1	1.6
1980	8.5	8.1	9.0	11.9	2.8	2.6	3.4	3.8	0.8	0.8	1.4	1.1
1981	9.0	8.6	7.9	14.3	2.7	2.5	3.2	4.2	0.9	0.8	1.5	2.6
1982	9.3	9.0	7.4	14.6	2.8	2.6	3.5	4.0	0.9	0.8	1.0	1.4
1983	8.9	8.8	7.4	12.1	2.8	2.6	3.5	5.3	0.9	0.9	0.7	1.2
1984	8.6	8.2	9.2	10.8	2.7	2.6	2.8	3.5	0.8	0.7	1.0	0.8
1985	8.6	8.3	8.4	10.5	2.8	2.7	2.7	4.1	0.9	0.8	1.1	1.1
1986	9.0	9.0	6.9	12.3	2.7	2.6	2.5	4.1	0.9	0.9	1.3	0.9
1987	9.8	9.5	8.7	12.0	2.5	2.3	2.6	3.8	0.9	0.8	1.0	1.0
1988	10.6	10.6	7.8	13.4	2.5	2.3	3.5	3.3	0.9	0.9	1.4	1.5
1989	9.9	9.5	9.1	13.2	2.5	2.4	2.4	3.3	0.9	0.9	0.9	2.0
1990	10.5	10.2	10.6	13.2	2.8	2.7	2.7	3.5	1.0	0.9	1.1	1.9
1991	11.8	11.3	11.3	14.9	3.2	3.0	3.6	3.8	1.0	1.0	1.3	1.3
1992	12.0	11.2	10.7	17.6	2.9	2.8	2.3	3.8	0.9	0.9	0.9	1.4
1993	11.7	11.5	9.4	16.2	2.7	2.4	3.4	4.2	1.0	0.9	1.4	1.5
1994	11.1	10.8	10.5	13.1	3.1	2.7	3.9	4.4	1.0	0.9	1.2	2.0
1995	10.9	10.2	11.2	13.5	2.7	2.5	3.6	3.0	0.9	0.8	1.1	1.7
1996	11.4	11.0	9.6	13.6	2.9	2.7	4.1	2.6	1.0	0.9	1.2	1.6
					4-year institutions							
1973	15.6	15.9	12.5	13.3	1.9	1.8	2.4	2.5	—	—	—	—
1974	15.6	15.9	13.6	11.8	1.8	1.6	3.2	1.8	—	—	—	—
1975	15.7	15.8	15.1	15.9	2.0	1.9	2.6	2.5	—	—	—	—
1976	24.4	24.6	23.9	19.4	6.3	6.2	6.8	3.8	1.3	1.2	2.7	1.8
1977	23.1	23.4	19.9	16.8	6.6	6.4	7.6	7.2	—	—	—	—
1978	22.6	22.9	20.8	14.5	6.1	6.0	6.0	5.4	1.4	1.3	2.0	2.4
1979	22.8	23.5	19.6	15.7	6.2	6.2	5.3	6.6	1.4	1.4	2.1	1.2
1980	22.2	23.0	17.0	16.9	5.6	5.7	5.5	4.6	1.2	1.1	1.7	1.7
1981	22.4	23.1	18.8	15.0	5.8	5.6	6.2	5.7	1.4	1.3	2.2	1.3
1982	22.7	23.4	19.5	13.6	5.8	5.8	5.6	4.5	1.3	1.2	1.7	1.5
1983	22.6	23.4	18.4	17.9	5.9	5.8	4.9	4.4	1.4	1.3	1.9	1.9
1984	23.4	24.5	16.9	17.4	5.6	5.5	4.7	6.2	1.2	1.2	1.6	0.9
1985	23.8	25.3	16.4	14.8	5.6	5.7	4.1	5.3	1.4	1.3	1.8	2.1
1986	24.2	24.7	20.7	16.3	5.3	5.1	5.0	6.0	1.4	1.3	1.9	2.3
1987	26.2	27.7	20.3	16.1	5.6	5.5	5.3	5.0	1.5	1.4	1.6	1.5
1988	26.4	27.8	20.0	17.4	5.4	5.5	3.9	4.5	1.8	1.7	1.9	1.9
1989	28.1	30.1	21.4	15.1	5.8	5.9	3.8	3.8	1.6	1.6	1.2	1.7
1990	28.4	30.2	21.8	15.1	5.8	6.1	3.3	3.5	1.7	1.7	1.8	2.0
1991	29.1	30.9	19.5	19.1	5.8	5.7	4.5	4.8	1.7	1.7	2.1	1.6
1992	29.6	31.3	22.7	18.5	5.7	5.6	4.4	4.7	1.6	1.6	1.7	1.3
1993	29.3	30.6	22.8	18.7	5.8	5.8	4.7	5.2	1.6	1.5	2.0	1.6
1994	31.1	32.8	25.1	19.8	6.5	6.4	5.8	5.7	1.7	1.6	2.3	2.3
1995	31.2	33.5	24.0	21.4	6.7	6.8	5.5	5.0	1.7	1.6	2.5	2.1
1996	31.8	34.0	26.1	20.2	6.8	6.4	6.8	7.1	1.7	1.6	2.4	1.8

— Not available

NOTE: Included in the total but not shown separately are high school completers from other racial/ethnic groups.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table 9-2 Percentage of high school completers enrolled in college, by age, race/ethnicity, and enrollment status: October 1972–96

October	Ages 18–24				Ages 25–34				Age 35 or older			
	Total	White	Black	Hispanic	Total	White	Black	Hispanic	Total	White	Black	Hispanic
Full time												
1972	27.3	28.0	22.0	20.7	3.2	3.2	3.4	3.2	—	—	—	—
1973	25.4	25.8	20.4	23.8	2.9	2.7	4.1	3.1	—	—	—	—
1974	25.4	25.4	22.0	25.1	3.5	3.3	4.3	3.7	—	—	—	—
1975	27.2	27.0	26.7	28.1	4.2	3.8	6.8	4.6	—	—	—	—
1976	27.7	27.3	29.3	29.0	3.5	3.2	5.5	4.2	0.4	0.4	1.2	0.8
1977	26.8	26.7	25.8	25.7	3.9	3.4	7.1	4.8	—	—	—	—
1978	25.9	25.8	25.8	18.9	3.3	3.1	4.2	3.8	0.4	0.3	0.8	0.6
1979	25.9	25.8	25.2	24.3	3.1	2.9	3.7	5.7	0.4	0.3	0.9	0.7
1980	26.5	26.9	23.6	22.3	3.0	2.8	3.6	4.0	0.3	0.3	0.8	0.7
1981	27.0	27.2	23.6	24.6	3.2	2.9	4.4	3.9	0.4	0.3	1.3	1.4
1982	27.1	27.6	23.1	20.4	3.5	3.3	4.2	4.3	0.4	0.4	0.9	*0.0
1983	25.0	25.1	22.8	22.7	3.7	3.2	4.3	4.2	0.4	0.4	0.8	0.4
1984	27.8	28.7	21.6	23.7	3.5	3.2	3.7	4.1	0.4	0.4	0.5	0.3
1985	28.3	29.6	21.4	21.1	3.3	3.0	3.7	3.7	0.4	0.4	0.7	0.8
1986	28.3	29.0	24.3	21.2	3.2	2.8	4.0	4.2	0.5	0.5	1.0	1.0
1987	29.7	30.9	23.9	20.1	2.9	2.6	3.7	3.6	0.5	0.5	0.8	0.4
1988	30.7	31.9	24.1	22.7	3.1	2.9	2.8	2.8	0.5	0.5	0.7	0.5
1989	31.9	33.6	25.9	21.0	3.2	3.1	2.2	2.8	0.7	0.6	0.6	1.2
1990	32.6	34.3	25.6	20.9	3.6	3.5	3.0	2.2	0.6	0.6	0.7	1.0
1991	34.6	35.9	26.5	25.7	3.9	3.6	3.5	3.7	0.6	0.6	1.0	0.4
1992	34.9	36.2	27.6	26.0	3.6	3.5	3.1	2.4	0.7	0.7	0.9	0.8
1993	31.9	31.9	27.3	26.4	3.9	3.7	3.3	4.1	0.7	0.6	1.2	0.8
1994	34.6	36.2	29.6	21.4	4.3	4.0	3.8	4.4	0.8	0.7	1.0	1.5
1995	34.9	36.8	28.4	25.5	4.4	4.2	4.4	3.5	0.7	0.7	0.9	0.9
1996	36.5	38.6	29.9	24.8	4.4	4.0	4.7	4.1	0.7	0.6	1.0	0.8
Part time												
1972	4.6	4.5	5.2	5.1	5.2	5.2	5.4	4.3	—	—	—	—
1973	4.3	4.4	3.5	5.3	5.3	5.4	3.6	8.5	—	—	—	—
1974	5.1	5.1	4.2	7.2	5.8	5.8	6.5	6.3	—	—	—	—
1975	5.3	5.3	4.8	7.4	5.7	5.8	4.7	6.7	—	—	—	—
1976	5.4	5.5	4.2	7.0	6.1	6.0	6.4	6.8	1.9	1.7	2.9	3.1
1977	5.6	5.6	5.5	5.3	6.4	6.3	6.9	7.5	—	—	—	—
1978	5.4	5.5	3.8	8.2	5.8	5.7	6.6	6.4	2.0	1.9	3.0	3.6
1979	5.3	5.4	4.1	5.8	6.0	6.0	5.6	5.9	2.0	2.0	2.4	2.3
1980	5.3	5.3	4.1	7.6	5.9	5.9	6.0	5.3	1.8	1.7	2.6	2.2
1981	5.5	5.5	4.5	5.3	5.7	5.5	5.8	6.9	1.9	1.8	2.4	2.6
1982	5.8	5.6	5.0	8.8	5.4	5.5	5.4	5.4	1.8	1.7	1.8	2.9
1983	5.4	5.3	4.2	8.8	5.4	5.5	4.5	5.5	1.9	1.8	1.9	2.7
1984	5.4	5.2	5.6	6.2	5.1	5.2	4.2	5.8	1.7	1.6	2.2	1.5
1985	5.4	5.4	4.6	5.8	5.4	5.6	3.7	6.0	1.8	1.8	2.2	2.6
1986	5.7	5.6	4.3	8.3	5.1	5.1	3.9	6.2	1.8	1.8	2.3	2.3
1987	6.4	6.3	5.1	8.1	5.2	5.3	4.2	5.3	1.8	1.8	1.9	2.2
1988	6.3	6.6	3.7	8.1	4.9	5.0	4.6	5.0	2.2	2.1	2.6	2.8
1989	6.0	6.1	4.6	7.3	5.1	5.2	4.0	4.4	1.9	1.9	1.5	2.5
1990	6.4	6.0	6.8	7.4	4.8	5.1	3.0	4.8	2.0	2.0	2.2	2.9
1991	6.2	6.3	4.3	8.3	5.2	5.2	4.6	4.9	2.1	2.0	2.4	2.4
1992	6.7	6.4	5.8	10.2	5.0	5.0	3.5	5.9	1.8	1.8	1.7	1.9
1993	6.9	7.1	4.9	8.5	4.7	4.6	4.8	5.3	1.8	1.8	2.2	2.3
1994	7.6	7.3	5.9	11.6	5.3	5.1	5.9	5.7	2.0	1.9	2.4	2.9
1995	7.2	6.9	6.8	9.4	5.0	5.1	4.7	4.5	1.9	1.7	2.7	3.0
1996	6.7	6.4	5.9	9.0	5.3	5.1	6.2	5.7	2.0	1.9	2.7	2.6

— Not available

* Percent less than 0.05 is rounded to 0.0

NOTE: Included in the total but not shown separately are high school completers from other racial/ethnic groups.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table 9-3 Percentage of high school completers enrolled in college, by age, race/ethnicity, and level: October 1972–96

October	Ages 18–24				Ages 25–34				Age 35 or older			
	Total	White	Black	Hispanic	Total	White	Black	Hispanic	Total	White	Black	Hispanic
					Undergraduate							
1972	29.0	29.5	25.4	24.2	4.8	4.7	5.9	6.2	—	—	—	—
1973	26.9	27.1	22.5	27.2	4.6	4.4	6.0	6.6	—	—	—	—
1974	27.6	27.6	22.6	30.9	5.4	5.0	7.9	6.4	—	—	—	—
1975	29.4	29.0	30.3	33.1	6.2	5.7	9.4	9.8	—	—	—	—
1976	30.1	29.6	31.4	33.6	5.7	5.1	8.9	8.8	1.4	1.2	2.8	3.4
1977	29.5	29.1	29.9	30.2	6.1	5.4	10.7	8.7	—	—	—	—
1978	28.6	28.4	28.3	25.3	5.3	4.9	8.5	7.2	1.4	1.3	2.6	2.6
1979	28.8	28.6	27.8	29.3	5.2	4.8	7.0	8.6	1.5	1.4	2.3	2.3
1980	29.2	29.3	26.0	28.8	5.3	5.0	7.0	6.6	1.3	1.2	2.5	2.3
1981	30.0	30.2	26.3	28.0	5.5	5.1	7.1	7.7	1.5	1.3	2.6	3.6
1982	30.5	30.6	26.9	28.4	5.2	4.8	7.1	7.0	1.3	1.2	1.8	2.2
1983	29.9	30.2	25.5	29.8	5.5	5.1	7.0	7.6	1.4	1.3	1.8	2.4
1984	30.5	31.1	25.5	28.0	5.2	4.9	6.2	7.4	1.2	1.1	1.8	0.8
1985	31.2	32.1	25.0	25.1	5.3	5.1	5.7	6.8	1.3	1.2	2.1	2.2
1986	31.3	31.7	27.0	28.3	5.3	4.9	6.3	7.8	1.4	1.3	2.6	2.1
1987	33.4	34.4	27.1	27.1	5.0	4.7	6.0	6.5	1.4	1.3	1.8	1.8
1988	34.6	35.9	26.4	30.0	5.0	4.8	5.7	5.8	1.6	1.5	2.5	2.2
1989	35.3	36.7	29.1	27.2	5.1	5.0	4.9	5.9	1.5	1.5	1.4	2.7
1990	36.4	37.7	30.1	27.9	5.6	5.7	4.6	5.3	1.6	1.6	1.7	2.8
1991	37.9	39.1	29.6	32.9	5.8	5.5	6.1	6.7	1.7	1.6	2.3	1.9
1992	38.9	39.4	32.3	35.3	5.7	5.5	5.5	7.3	1.6	1.6	1.9	2.3
1993	38.3	38.9	31.6	34.2	5.8	5.4	6.4	7.4	1.7	1.6	2.3	2.4
1994	39.4	40.4	34.1	31.9	6.3	5.9	7.7	7.7	1.8	1.7	2.5	3.4
1995	39.5	41.0	33.4	33.4	6.0	5.8	6.6	6.6	1.6	1.5	2.2	3.1
1996	40.3	42.0	33.3	31.8	6.2	5.7	7.9	7.4	1.6	1.4	2.6	2.2
					Graduate							
1972	2.9	3.1	1.8	1.6	3.6	3.7	2.8	1.3	—	—	—	—
1973	2.9	3.1	1.3	1.9	3.6	3.7	1.7	4.2	—	—	—	—
1974	2.7	2.9	1.3	1.3	3.9	4.0	2.8	3.6	—	—	—	—
1975	3.1	3.3	1.2	2.4	3.7	3.9	2.1	1.5	—	—	—	—
1976	3.1	3.2	2.0	2.3	3.9	4.0	2.9	2.2	0.9	0.9	1.3	0.5
1977	2.9	3.1	1.4	1.3	4.3	4.3	3.2	3.7	—	—	—	—
1978	2.8	2.9	1.3	1.8	3.8	4.0	2.3	3.0	1.0	0.9	1.2	1.6
1979	2.4	2.6	1.5	0.9	3.9	4.1	2.3	3.0	0.9	0.9	1.0	0.6
1980	2.6	2.8	1.7	1.1	3.6	3.7	2.6	2.6	0.8	0.8	0.9	0.6
1981	2.4	2.5	1.7	1.9	3.4	3.4	3.0	3.1	0.9	0.8	1.1	0.4
1982	2.4	2.7	1.2	0.8	3.7	3.9	2.5	2.6	0.9	0.9	0.9	0.7
1983	2.6	2.8	1.5	1.7	3.6	3.7	1.9	2.2	0.9	0.9	0.9	0.7
1984	2.7	2.9	1.6	1.8	3.4	3.5	1.8	2.5	0.9	0.8	0.9	1.0
1985	2.6	2.8	1.0	1.8	3.3	3.5	1.7	2.9	0.9	0.9	0.8	1.2
1986	2.6	2.8	1.6	1.1	2.9	3.0	1.6	2.6	1.0	1.0	0.6	1.3
1987	2.6	2.8	1.9	1.0	3.1	3.1	1.9	2.4	0.9	0.9	0.8	0.7
1988	2.4	2.5	1.4	0.7	3.0	3.0	1.8	2.0	1.1	1.1	0.8	1.1
1989	2.7	2.9	1.5	1.1	3.1	3.3	1.3	1.3	1.0	1.0	0.7	1.0
1990	2.6	2.7	2.2	0.5	3.0	3.1	1.3	1.7	1.0	1.0	1.1	1.1
1991	2.9	3.2	1.2	1.1	3.2	3.2	2.0	1.9	1.0	1.0	1.1	1.0
1992	2.7	3.1	1.1	0.9	2.8	2.9	1.1	1.2	0.9	0.9	0.7	0.5
1993	2.7	3.1	0.7	0.7	2.8	2.8	1.7	2.0	0.9	0.8	1.0	0.8
1994	2.8	3.1	1.4	1.0	3.2	3.2	2.0	2.4	0.9	0.9	1.0	0.9
1995	2.6	2.7	1.7	1.5	3.4	3.5	2.6	1.4	1.0	1.0	1.4	0.7
1996	3.0	3.0	2.4	2.0	3.5	3.4	3.0	2.3	1.1	1.0	1.1	1.1

— Not available.

NOTE: Included in the total but not shown separately are high school completers from other racial/ethnic groups.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table 9-4 Percentage of high school completers enrolled in college, by age and race/ethnicity: October 1972–96

October	Ages 18-24				Ages 25-34				Age 35 or older			
	Total	White	Black	Hispanic	Total	White	Black	Hispanic	Total	White	Black	Hispanic
1972	31.9	32.6	27.2	25.8	8.4	8.4	8.8	7.5	—	—	—	—
1973	29.7	30.2	23.8	29.1	8.2	8.1	7.7	10.7	—	—	—	—
1974	30.5	30.6	26.2	32.3	9.3	9.1	10.8	10.0	—	—	—	—
1975	32.5	32.3	31.5	35.5	9.9	9.6	11.5	11.3	—	—	—	—
1976	33.1	32.8	33.4	35.9	9.6	9.2	11.9	11.0	2.3	2.1	4.1	3.9
1977	32.5	32.3	31.3	31.5	10.3	9.8	13.9	12.4	—	—	—	—
1978	31.4	31.3	29.6	27.1	9.1	8.8	10.8	10.2	2.4	2.2	3.8	4.2
1979	31.2	31.3	29.4	30.2	9.1	8.9	9.2	11.6	2.4	2.3	3.3	2.9
1980	31.8	32.1	27.6	29.9	8.9	8.7	9.6	9.2	2.1	2.0	3.4	2.9
1981	32.4	32.7	28.0	29.9	9.0	8.5	10.2	10.8	2.3	2.1	3.7	4.0
1982	33.0	33.3	28.1	29.2	8.9	8.7	9.6	9.7	2.2	2.1	2.7	2.9
1983	32.5	33.0	27.0	31.5	9.1	8.7	8.8	9.8	2.3	2.2	2.7	3.1
1984	33.2	33.9	27.2	29.9	8.6	8.4	8.0	9.9	2.1	2.0	2.7	1.8
1985	33.7	34.9	26.0	26.8	8.7	8.6	7.5	9.7	2.3	2.2	2.9	3.4
1986	34.0	34.5	28.6	29.4	8.3	7.9	7.9	10.4	2.4	2.2	3.3	3.4
1987	36.0	37.2	29.1	28.2	8.1	7.9	7.9	8.9	2.3	2.3	2.6	2.5
1988	37.0	38.4	27.8	30.8	8.0	7.8	7.5	7.8	2.7	2.6	3.3	3.4
1989	38.0	39.7	30.5	28.3	8.2	8.3	6.2	7.1	2.5	2.5	2.1	3.7
1990	39.0	40.3	32.4	28.4	8.6	8.7	5.9	7.0	2.7	2.6	2.9	3.9
1991	40.8	42.3	30.8	33.9	9.0	8.7	8.1	8.6	2.7	2.6	3.4	2.9
1992	41.6	42.5	33.4	36.1	8.6	8.5	6.7	8.5	2.5	2.5	2.6	2.7
1993	41.0	42.0	32.2	34.9	8.5	8.2	8.1	9.5	2.6	2.4	3.3	3.1
1994	42.2	43.6	35.5	32.9	9.5	9.1	9.7	10.1	2.7	2.5	3.5	4.3
1995	42.1	43.7	35.2	34.9	9.4	9.3	9.1	8.0	2.6	2.4	3.5	3.8
1996	43.3	45.0	35.7	33.8	9.7	9.1	10.9	9.8	2.6	2.4	3.7	3.4

— Not available.

NOTE: Included in the total but not shown separately are high school completers from other racial/ethnic groups.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table 10-1 Percentage distribution of first-time beginning postsecondary students, by type of institution and selected student and parent characteristics: Academic years 1989–90 and 1995–96

Selected student and parent characteristics	Public 4-year	Public 2-year	Private, not-for-profit 4-year	Private, for-profit	Other
			Academic year 1989-90		
Total	**27.6**	**44.8**	**13.2**	**10.4**	**4.0**
Race/ethnicity of student					
White	28.7	43.6	14.3	8.9	4.5
Black	26.6	40.4	9.0	20.7	3.3
Hispanic	16.2	59.9	8.2	13.8	2.0
Asian/Pacific Islander	32.3	47.3	14.5	5.0	0.9
American Indian/Alaskan Native	13.7	45.8	11.6	27.3	1.7
Dependency status and income					
Dependent, less than $30,000	28.1	45.0	12.9	9.6	4.4
Dependent, $30,000 to 59,999	35.5	40.8	15.6	5.3	2.8
Dependent, $60,000 or more	41.2	29.2	23.9	3.0	2.7
Independent, less than $10,000	12.4	51.0	4.3	26.2	6.2
Independent, $10,000 or more	7.3	64.1	4.4	18.7	5.5
Age as of 12/31/95					
18–19	35.1	38.9	16.8	5.9	3.3
20–23	11.8	56.7	4.0	22.1	5.4
24 or older	6.6	62.5	3.8	20.7	6.4
Parents' highest education level					
High school or less	20.1	51.7	8.1	15.4	4.7
Some college	31.6	42.6	12.9	8.8	4.2
Bachelor's degree or more	36.9	35.2	21.6	3.4	2.9
			Academic year 1995-96		
Total	**25.4**	**45.7**	**14.5**	**11.3**	**3.2**
Race/ethnicity of student					
White	26.0	47.1	14.9	8.7	3.2
Black	21.3	42.7	13.0	19.9	3.1
Hispanic	21.0	45.9	10.7	19.5	3.0
Asian/Pacific Islander	36.4	35.3	19.9	5.7	2.7
American Indian/Alaskan Native	25.9	42.3	5.2	17.0	9.7
Dependency status and income					
Dependent, less than $30,000	30.0	43.3	14.4	9.7	2.6
Dependent, $30,000 to 59,999	30.1	47.0	16.4	4.6	2.0
Dependent, $60,000 or more	37.3	34.3	24.8	2.5	1.2
Independent, less than $10,000	8.6	46.4	4.7	34.9	5.4
Independent, $10,000 or more	7.1	61.8	4.1	19.9	7.1
Age as of 12/31/95					
18–19	32.5	41.2	18.9	5.7	1.7
20–23	19.0	48.6	7.8	19.8	4.9
24 or older	6.7	58.0	4.3	24.0	7.0
Parents' highest education level					
High school or less	19.8	50.2	9.4	16.4	4.2
Some college	25.2	52.2	11.2	8.2	3.1
Bachelor's degree or more	35.0	35.3	23.8	4.4	1.5

NOTE: Details may not add to 100.0 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1990 Beginning Postsecondary Students Longitudinal Study (BPS:90/94) and 1995–96 National Postsecondary Student Aid Study (NPSAS:96).

Table 11-1 Among 1989–90 beginning students at community colleges, percentage distribution according to transfer status, by selected characteristics

		First transfer, by destination[1]				
Selected characteristics	Did not transfer	Total	Public 4-year	Private 4-year	Public less-than-4-year	Private less-than-4-year
Total	**57.8**	**42.2**	**19.2**	**3.2**	**14.2**	**5.6**
Sex						
Male	57.4	42.6	20.3	2.8	12.7	6.8
Female	58.2	41.8	18.1	3.6	15.6	4.5
Race/ethnicity						
White	59.2	40.8	19.4	3.5	13.0	4.9
Black	60.9	39.1	11.4	3.4	19.4	5.0
Hispanic	48.6	51.4	20.1	2.4	17.2	11.7
Asian/Pacific Islander	(2)	(2)	(2)	(2)	(2)	(2)
American Indian/Alaskan Native	(2)	(2)	(2)	(2)	(2)	(2)
Parents' educational attainment						
Less than high school graduate	68.0	32.0	5.7	0.2	14.9	11.1
High school graduate	64.1	35.9	17.8	3.4	10.5	4.3
Some postsecondary	55.1	44.9	20.7	3.3	14.7	6.3
Bachelor's degree	48.0	52.0	26.3	1.5	17.3	6.9
Advanced degree	26.7	73.3	39.1	10.8	22.5	1.1
Socioeconomic status						
Lowest quartile	75.6	24.4	5.8	1.4	13.4	3.9
Middle two quartiles	60.4	39.6	17.6	3.1	12.6	6.3
Highest quartile	42.5	57.5	30.1	4.6	17.2	5.6
Family income[3]						
Less than $20,000	55.5	44.5	18.5	3.1	15.4	7.5
20,000–39,999	48.1	51.9	28.8	3.7	12.3	7.1
40,000–59,999	48.3	51.7	27.3	4.5	14.9	4.9
60,000 or more	41.1	58.9	29.7	6.8	20.8	1.6
Age as of 12/31/89						
18 years or younger	42.3	57.7	29.6	5.3	17.3	5.5
19 years	60.1	39.9	20.4	1.9	14.9	2.8
20–29 years	72.3	27.7	9.0	1.8	9.4	7.7
30 years or older	78.8	21.2	2.5	1.0	11.7	6.1
Expected educational attainment						
Less than 2 years of postsecondary education	88.6	11.4	3.9	0.0	7.3	0.3
2 to 3 years of postsecondary education	76.2	23.8	3.2	0.0	12.2	8.4
Bachelor's degree or higher	47.0	53.1	27.1	4.8	15.9	5.4
High school credential						
High school diploma	56.5	43.5	20.4	3.5	13.8	5.8
Equivalency certificate	73.9	26.1	2.7	0.0	19.1	4.3
None	(2)	(2)	(2)	(2)	(2)	(2)
Diploma/delayed entry status						
Diploma, did not delay	46.0	54.0	28.5	4.5	15.4	5.5
Diploma, delayed entry	72.6	27.4	7.9	1.9	11.3	6.2
No diploma	73.5	26.5	4.5	0.0	18.0	4.1

Table 11-1 Among 1989–90 beginning students at community colleges, percentage distribution according to transfer status, by selected characteristics—Continued

Selected characteristics	Did not transfer	First transfer, by destination[1]				
		Total	Public 4-year	Private 4-year	Public less-than-4-year	Private less-than-4-year
Self-rating of academic ability						
Above average	50.4	49.7	26.9	5.6	11.7	5.5
Average or below	60.5	39.5	16.7	2.6	14.8	5.4
Marital status in 1989-90						
Never married	51.3	48.8	23.7	4.0	14.6	6.4
Married	82.8	17.3	5.4	0.1	9.0	2.7
Divorced/separated/widowed	71.9	28.1	5.3	2.2	12.7	7.9
Number of children in 1989-90						
None	52.8	47.2	23.2	3.9	14.2	5.9
One	81.1	18.9	2.8	2.3	10.8	3.0
Two	78.6	21.4	5.7	0.3	9.0	6.4
Three or more	(2)	(2)	(2)	(2)	(2)	(2)
Enrollment status in 1989-90						
Exclusively full time	48.0	52.0	28.2	3.3	14.5	6.1
Mixed	43.6	56.4	22.1	9.3	16.3	8.7
Exclusively part time	70.4	29.6	9.0	2.8	12.5	5.3
Enrollment status, first term						
Full time	48.2	51.8	29.2	4.0	13.5	5.2
At least half time, less than full time	59.4	40.6	12.8	3.1	18.9	5.8
Less than half time	75.5	24.5	7.3	1.6	10.1	5.5
Grade point average in 1989-90						
Below 2.75	53.0	47.0	22.7	2.8	15.3	6.2
2.75-3.24	52.9	47.1	26.3	0.9	15.6	4.3
3.25 or higher	63.3	36.8	15.7	5.7	12.5	2.9
Academic integration in 1989-90[4]						
Low	70.6	29.4	11.2	0.0	10.5	7.7
Moderate	56.5	43.5	20.0	4.9	12.5	6.1
High	55.7	44.3	14.4	7.9	19.6	2.4
Social integration in 1989-90[5]						
Low	81.3	18.7	6.8	2.2	7.8	1.9
Moderate	48.9	51.1	25.6	4.5	13.0	8.0
High	(2)	(2)	(2)	(2)	(2)	(2)
Degree goal in 1989-90[6]						
Not working toward degree	65.6	34.4	4.9	3.8	14.9	10.8
Certificate/license	87.3	12.7	0.5	1.9	4.5	5.9
Associate degree	56.1	43.9	18.7	4.2	15.5	5.6
Bachelor's degree	40.3	59.7	36.5	2.2	16.2	4.8
Degree program in 1989-90[7]						
Undergraduate certificate	57.0	43.0	13.1	3.7		
Associate degree	56.5	43.6	21.5	3.3	13.8	4.9
Bachelor's degree	(2)	(2)	(2)	(2)	(2)	(2)
Other undergraduate	63.3	36.8	14.3	3.0	14.8	4.7

Table 11-1 Among 1989–90 beginning students at community colleges, percentage distribution according to transfer status, by selected characteristics—Continued

Selected characteristics	Did not transfer	First transfer, by destination[1]				
		Total	Public 4-year	Private 4-year	Public less-than-4-year	Private less-than-4-year
Months enrolled in 1989-90						
1-6 months	66.6	33.4	7.0	1.6	17.3	7.6
7-9 months	63.1	36.9	20.8	1.6	9.1	5.4
10-12 months	47.0	53.1	28.9	5.7	14.5	4.0
Received aid in 1989-90						
No	58.1	41.9	17.7	2.9	15.6	5.7
Yes	57.3	42.7	22.9	4.0	10.4	5.6
Received grant in 1989-90						
No	58.1	41.9	17.9	3.3	15.3	5.4
Yes	57.0	43.0	22.9	3.1	10.7	6.3
Received loan in 1989-90						
No	57.5	42.5	19.2	3.3	14.4	5.6
Yes	64.4	35.6	17.7	2.4	9.8	5.8
Employed while enrolled[8]						
None	78.5	21.5	6.4	0.3	13.0	1.8
1-50 percent	40.6	59.4	26.6	3.6	21.1	8.1
More than 50 percent	58.9	41.1	19.2	3.4	12.7	5.7
Hours worked per week while enrolled						
None	55.3	44.7	15.6	2.5	21.7	4.8
1-20 hours	46.8	53.2	32.2	3.3	11.9	5.7
More than 20 hours	61.6	38.4	16.5	3.4	12.7	5.8
Attainment before transfer						
Did not transfer	100.0	(9)	(9)	(9)	(9)	(9)
Transferred without credential	(9)	100.0	37.1	6.9	39.3	16.7
Transferred with certificate	(9)	(2)	(2)	(2)	(2)	(2)
Transferred with associate degree	(9)	100.0	79.8	10.8	8.2	1.2

[1] Destination of first transfer. See the supplemental note to this indicator for a definition of transfer.

[2] Too few sample observations for a reliable estimate.

[3] Limited to dependent students.

[4] Examines whether the student attended career-related lectures, participated in study groups with other students, talked about academic matters with faculty, or met with advisor concerning academic plans.

[5] Examines whether the student had contact with faculty outside the class, went places with friends from school, or participated in student assistance center/programs or school clubs.

[6] Student-reported degree goal.

[7] Institution-reported degree program.

[8] Percent of months enrolled in which a student was also employed (1989–94).

[9] Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1990 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:90/94).

Table 11-2 Percentage distribution of 1989–90 beginning students at community colleges, by attainment at first institution, 1994 attainment at any institution, and selected characteristics

	Attainment at first institution[1]			1994 attainment at any institution									
				Attained[2]						No degree			
					Certificate		Associate			Enrolled			
Selected characteristics	None	Certificate	Associate	Total	Not enrolled at 4-year	Enrolled at 4-year	Not enrolled at 4-year	Enrolled at 4-year	Bachelor's	Total	Less-than-4-year[3]	4-year	Not enrolled
Total	**77.8**	**5.0**	**17.2**	**36.7**	**12.3**	**0.6**	**13.5**	**4.0**	**6.3**	**14.7**	**9.6**	**5.1**	**48.6**
Sex													
Male	81.2	4.7	14.1	33.8	12.1	0.6	11.9	3.6	5.6	17.1	10.5	6.7	49.1
Female	74.5	5.3	20.2	39.6	12.6	0.6	15.0	4.5	7.0	12.4	8.7	3.7	48.1
Race/ethnicity													
White	76.7	5.2	18.1	37.3	11.5	0.8	14.3	4.1	6.6	13.0	7.8	5.3	49.7
Black	80.9	7.9	11.2	31.8	16.1	0.0	8.1	4.4	3.1	13.2	9.5	3.6	55.1
Hispanic	82.7	1.0	16.3	38.0	15.2	0.0	12.0	3.6	7.2	22.2	18.5	3.8	39.8
Asian/Pacific Islander	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)
American Indian/Alaskan Native	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)
Parents' educational attainment													
Less than high school graduate	85.8	6.9	7.3	27.7	19.4	0.0	6.2	0.0	2.2	11.4	11.4	0.0	60.9
High school graduate	74.8	6.8	18.4	38.1	12.2	0.8	15.1	3.2	6.9	10.6	7.3	3.3	51.3
Some postsecondary	72.7	5.1	22.3	36.8	10.0	0.7	13.1	6.2	6.9	17.5	12.0	5.6	45.7
Bachelor's degree	81.2	1.3	17.5	39.2	12.9	0.0	13.0	8.3	5.1	21.6	12.8	8.7	39.2
Advanced degree	74.8	0.0	25.2	47.6	1.5	2.2	27.2	3.2	13.6	23.3	8.2	15.1	29.1
Socioeconomic status													
Lowest quartile	80.1	10.1	9.9	30.2	17.7	0.0	9.8	0.8	1.9	10.3	9.7	0.6	59.5
Middle two quartiles	79.0	5.3	15.7	34.3	13.4	0.3	10.2	4.8	5.7	16.4	11.1	5.3	49.3
Highest quartile	74.4	1.4	24.2	44.8	7.2	1.5	21.3	4.8	10.1	14.5	6.9	7.6	40.7
Family income[5]													
Less than $20,000	75.7	4.8	19.5	39.4	12.0	0.0	17.8	3.6	5.9	15.5	10.4	5.1	45.2
20,000–39,999	75.3	3.5	21.2	43.4	11.7	1.1	12.8	7.7	10.0	13.8	6.4	7.4	42.9
40,000–59,999	70.8	2.7	26.5	42.4	10.3	0.9	17.8	4.1	9.3	13.1	8.4	4.7	44.6
60,000 or more	76.5	1.4	22.1	46.9	3.3	2.1	26.7	4.8	10.0	24.6	9.2	15.5	28.5
Age as of 12/31/89													
18 years or younger	71.6	2.6	25.9	47.4	8.0	1.4	19.7	6.4	11.9	14.9	7.5	7.4	37.7
19 years	79.5	5.8	14.7	31.9	12.7	0.0	13.2	3.9	2.2	20.8	12.7	8.1	47.3
20–29 years	83.1	6.5	10.4	27.3	16.4	0.0	6.5	1.8	2.5	13.0	11.2	1.8	59.8
30 years or older	86.0	8.9	5.1	25.7	18.2	0.0	6.3	0.6	0.6	9.2	9.2	0.0	65.1
Expected educational attainment													
Less than 2 years of postsecondary education	80.2	16.2	3.6	23.9	19.8	0.0	4.1	0.0	0.0	12.3	8.5	3.9	63.8
2 to 3 years of postsecondary education	82.2	6.6	11.2	30.2	18.3	0.0	9.5	1.0	1.4	11.8	11.1	0.7	58.0
Bachelor's degree or higher	76.4	2.4	21.2	40.6	9.0	0.9	16.0	5.7	9.0	16.1	9.4	6.7	43.3
High school credential													
High school diploma	77.2	4.6	18.2	38.0	12.2	0.7	14.1	4.4	6.7	15.5	10.2	5.4	46.5
Equivalency certificate	86.4	10.1	3.5	21.2	15.1	0.0	4.3	0.0	1.9	2.7	2.7	0.0	76.2
None	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)
Diploma/delayed entry status													
Diploma, did not delay	73.1	2.8	24.1	45.5	9.5	1.1	18.8	6.1	10.0	16.3	8.4	7.8	38.3
Diploma, delayed entry	83.4	7.5	9.1	26.4	16.3	0.0	6.8	1.8	1.5	14.5	12.8	1.6	59.1
No diploma	85.3	9.5	5.1	21.8	14.2	0.0	5.9	0.0	1.7	4.5	2.5	2.0	73.7

Table 11-2 Percentage distribution of 1989–90 beginning students at community colleges, by attainment at first institution, 1994 attainment at any institution, and selected characteristics—Continued

Selected characteristics	Attainment at first institution[1]			1994 attainment at any institution									
				Attained[2]						No degree			
					Certificate		Associate			Enrolled			
	None	Certificate	Associate	Total	Not enrolled at 4-year	Enrolled at 4-year	Not enrolled at 4-year	Enrolled at 4-year	Bachelor's	Total	Less-than-4-year[3]	4-year	Not enrolled
Self-rating of academic ability													
Above average	69.9	6.7	23.5	47.3	12.8	1.3	14.9	6.8	11.4	16.7	9.8	6.9	36.1
Average or below	80.4	4.5	15.2	33.1	11.7	0.4	12.9	3.3	4.8	14.2	9.8	4.4	52.7
Marital status in 1989–90													
Never married	75.8	3.6	20.7	41.1	11.0	0.8	16.3	4.8	8.1	16.2	10.2	6.1	42.7
Married	81.1	9.3	9.6	26.3	15.4	0.0	6.5	2.2	2.2	9.2	9.2	0.0	64.5
Divorced/separated/widowed	88.5	9.4	2.2	29.9	25.6	0.0	3.3	0.0	1.0	8.8	5.9	3.0	61.2
Number of children in 1989–90													
None	76.7	3.6	19.7	38.3	9.8	0.8	15.0	4.8	7.8	16.2	10.2	6.1	45.4
One	81.6	11.6	6.8	32.2	23.9	0.0	6.2	2.1	0.0	7.0	6.2	0.8	60.8
Two	84.3	10.5	5.2	26.5	21.0	0.0	4.4	1.1	0.0	11.9	9.7	2.1	61.7
Three or more	83.9	6.8	9.3	33.7	18.7	0.0	11.1	0.0	4.0	9.1	9.1	0.0	57.2
Enrollment status in 1989–90													
Exclusively full time	70.7	4.6	24.8	47.1	10.8	0.9	17.7	6.6	11.1	14.3	7.8	6.4	38.6
Mixed	70.4	6.0	23.6	51.3	16.3	0.0	21.5	6.3	7.3	13.6	6.5	7.1	35.1
Exclusively part time	88.6	4.0	7.4	22.5	12.7	0.6	6.8	1.5	1.0	16.8	13.2	3.6	60.7
Enrollment status, first term													
Full time	68.7	5.4	25.9	45.7	10.3	1.0	17.5	6.0	11.0	11.7	5.7	6.0	42.7
At least half, less than full time	84.9	2.8	12.3	28.3	10.9	0.6	13.2	1.8	1.8	22.8	17.0	5.8	48.9
Less than half time	87.7	6.6	5.8	27.1	16.9	0.0	6.7	1.4	2.2	13.0	9.3	3.7	59.9
Grade point average in 1989–90													
Below 2.75	80.6	4.4	15.0	34.2	11.6	0.7	11.8	2.9	7.3	17.5	9.5	8.0	48.2
2.75–3.24	73.4	3.8	22.8	40.3	6.8	1.3	18.9	6.5	6.8	11.4	5.5	5.9	48.3
3.25 or higher	69.8	7.9	22.3	41.5	14.8	0.7	15.7	4.0	6.3	14.6	12.3	2.3	43.9
Academic integration in 1989–90[6]													
Low	90.1	9.9	0.0	15.4	13.7	0.0	0.0	0.0	1.7	16.7	10.4	6.3	67.8
Moderate	77.5	2.8	19.7	39.1	13.1	0.0	12.0	4.7	9.3	13.0	8.6	4.4	47.9
High	78.4	6.1	15.5	35.3	10.4	0.0	13.3	4.4	7.2	23.8	17.1	6.7	40.9
Social integration in 1989–90[7]													
Low	85.4	6.4	8.2	21.5	10.2	0.0	7.7	0.5	3.1	15.7	13.3	2.4	62.8
Moderate	79.0	3.0	18.0	47.8	13.7	1.2	19.7	4.3	8.9	14.2	7.5	6.8	38.0
High	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)
Degree goal in 1989–90[8]													
Not working toward degree	98.9	1.1	0.0	12.7	5.8	0.0	3.7	0.0	3.2	13.9	10.0	3.8	73.4
Certificate/license	71.0	24.1	4.9	39.5	34.1	0.0	5.4	0.0	0.0	6.4	4.7	1.7	54.2
Associate degree	73.9	3.1	23.0	41.5	11.1	0.8	17.2	4.7	7.8	13.1	8.8	4.3	45.4
Bachelor's degree	80.6	1.1	18.4	36.6	6.9	0.8	14.3	6.5	8.1	23.2	13.5	9.7	40.2
Degree program in 1989–90[9]													
Undergraduate certificate	80.2	10.1	9.7	36.1	21.4	0.9	8.3	3.0	2.4	14.7	10.9	3.7	49.3
Associate degree	76.2	3.4	20.5	37.5	9.6	0.5	16.1	4.3	7.0	15.9	10.3	5.6	46.6
Bachelor's degree	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)
Other undergraduate	80.6	7.7	11.7	35.0	16.1	0.7	9.1	4.1	5.0	9.9	5.6	4.3	55.2

Table 11-2 **Percentage distribution of 1989–90 beginning students at community colleges, by attainment at first institution, 1994 attainment at any institution, and selected characteristics—Continued**

	Attainment at first institution[1]			1994 attainment at any institution									
				Attained[2]						No degree			
					Certificate		Associate			Enrolled			
Selected characteristics	None	Certificate	Associate	Total	Not enrolled at 4-year	Enrolled at 4-year	Not enrolled at 4-year	Enrolled at 4-year	Bachelor's	Total	Less-than-4-year[3]	4-year	Not enrolled
Months enrolled in 1989–90													
1–6 months	88.7	5.0	6.3	24.1	14.1	1.0	8.4	0.0	0.7	11.6	9.6	2.0	64.3
7–9 months	76.6	5.6	17.8	38.2	12.4	0.5	12.9	4.5	7.9	12.9	7.0	5.9	49.0
10–12 months	69.0	4.6	26.4	46.9	10.7	0.4	18.3	7.3	10.2	18.5	11.1	7.4	34.6
Received aid in 1989–90													
No	79.6	4.7	15.7	35.5	12.2	0.7	13.8	3.8	5.0	17.0	11.7	5.3	47.5
Yes	73.2	5.8	21.0	39.9	12.7	0.4	12.6	4.7	9.6	8.6	4.0	4.6	51.5
Received grant in 1989–90													
No	79.2	4.6	16.2	35.7	12.0	0.7	13.7	4.0	5.4	16.4	11.2	5.3	47.9
Yes	73.5	6.2	20.3	39.9	13.4	0.5	12.7	4.3	9.0	9.3	4.5	4.7	50.9
Received loan in 1989–90													
No	77.8	5.0	17.2	36.6	12.4	0.6	13.5	4.0	6.2	15.2	10.0	5.2	48.2
Yes	77.2	5.3	17.5	38.8	11.8	0.0	12.9	5.0	9.1	4.6	0.0	4.6	56.6
Employed while enrolled[10]													
None	75.7	15.7	8.7	33.1	23.1	0.0	7.2	0.0	2.8	9.7	6.0	3.6	57.3
1–50 percent	69.5	6.6	23.9	54.8	20.3	0.0	18.8	6.4	9.4	15.3	11.3	4.0	29.9
More than 50 percent	79.3	3.4	17.2	34.4	9.8	0.8	13.3	4.2	6.3	14.9	9.7	5.2	50.7
Hours worked per week while enrolled													
None	77.4	9.8	12.8	40.5	21.2	0.0	10.8	3.0	5.6	11.1	6.4	4.8	48.4
1–20 hours	73.3	3.9	22.8	45.4	11.3	0.9	16.4	7.3	9.6	14.6	7.6	7.0	40.0
More than 20 hours	79.2	4.0	16.9	33.3	10.2	0.7	13.4	3.4	5.6	15.7	11.0	4.7	51.0
First transfer													
Did not transfer	78.7	7.7	13.5	23.1	8.9	([11])	14.1	([11])	([11])	10.1	10.1	([11])	66.8
Transferred to less-than-4-year	93.8	2.2	4.0	47.2	32.8	0.0	13.8	0.0	0.6	16.3	16.3	0.0	36.6
Transferred to 4-year	61.2	0.7	38.1	59.5	0.6	2.8	12.3	18.3	25.6	25.9	2.8	23.2	14.5

[1] For students who earned more than one credential at the first institution, the first credential they earned.

[2] Highest degree attained at any institution. Students who have attained may also be enrolled.

[3] Almost all of those enrolled at less-than-4-year institutions were enrolled at 2-year institutions.

[4] Too few sample observations for a reliable estimate.

[5] Limited to dependent students.

[6] Examines whether the student attended career-related lectures, participated in study groups with other students, talked about academic matters with faculty, or met with advisor concerning academic plans.

[7] Examines whether the student had contact with faculty outside the class, went places with friends from school, or participated in student assistance center/programs or school clubs.

[8] Student-reported degree goal.

[9] Institution-reported degree program.

[10] Percent of months enrolled in which a student was also employed (1989–94).

[11] Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1990 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS 90/94).

Table 11-3 Percentage distribution of 1989–90 beginning students at community colleges, by transfer status, degree attainment before transfer, and selected characteristics

Selected characteristics	Did not transfer[1]	Transferred without degree	Transferred with certificate	Transferred with associate
Total	**59.5**	**31.6**	**0.6**	**8.4**
Sex				
Male	59.6	33.6	0.6	6.3
Female	59.3	29.7	0.6	10.4
Race/ethnicity				
White	60.9	29.6	0.8	8.8
Black	59.0	36.4	0.0	4.6
Hispanic	53.2	37.3	0.0	9.5
Asian/Pacific Islander	(2)	(2)	(2)	(2)
American Indian/Alaskan Native	(2)	(2)	(2)	(2)
Parents' educational attainment				
Less than high school graduate	69.2	29.3	0.2	1.3
High school graduate	65.6	27.5	0.1	6.9
Some postsecondary	57.8	28.4	2.0	11.8
Bachelor's degree	47.3	41.6	0.8	10.3
Advanced degree	32.2	50.9	0.0	16.9
Socioeconomic status				
Lowest quartile	76.0	21.5	0.0	2.6
Middle two quartiles	61.3	30.2	0.6	7.9
Highest quartile	46.0	40.2	0.9	12.9
Family income[3]				
Less than $20,000	58.0	32.4	0.0	9.6
20,000–39,999	48.9	37.7	0.6	12.8
40,000–59,999	50.2	33.8	1.7	14.3
60,000 or more	44.2	48.4	1.5	6.0
Age as of 12/31/89				
18 years or younger	44.8	40.3	1.0	13.9
19 years	61.2	31.9	0.0	6.9
20–29 years	73.0	22.5	0.6	3.9
30 years or older	79.6	19.6	0.2	0.6
Expected educational attainment				
Less than 2 years of postsecondary education	88.6	11.0	0.5	0.0
2 to 3 years of postsecondary education	76.2	22.1	0.0	1.7
Bachelor's degree or higher	49.4	37.9	0.8	11.8
High school credential				
High school diploma	58.3	32.1	0.6	9.0
Equivalency certificate	73.9	25.3	0.0	0.7
None	(2)	(2)	(2)	(2)

Table 11-3 Percentage distribution of 1989–90 beginning students at community colleges, by transfer status, degree attainment before transfer, and selected characteristics—Continued

Selected characteristics	Did not transfer[1]	Transferred without degree	Transferred with certificate	Transferred with associate
Diploma/delayed entry status				
Diploma, did not delay	48.4	38.4	0.8	12.5
Diploma, delayed entry	73.4	22.4	0.4	3.7
No diploma	73.5	25.8	0.0	0.7
Self-rating of academic ability				
Above average	52.7	32.3	0.6	14.5
Average or below	61.9	30.8	0.6	6.6
Marital status in 1989-90				
Never married	53.3	35.8	0.7	10.2
Married	82.8	13.2	0.1	4.0
Divorced/separated/widowed	72.2	26.8	0.0	1.0
Number of children in 1989-90				
None	54.9	34.4	0.7	10.0
One	82.6	15.3	0.0	2.1
Two	78.6	19.9	0.3	1.1
Three or more	61.2	37.3	0.0	1.6
Enrollment status in 1989-90				
Exclusively full time	49.1	37.3	0.4	13.2
Mixed	47.9	35.8	2.8	13.4
Exclusively part time	71.4	26.2	0.0	2.4
Enrollment status, first term				
Full time	50.3	34.3	0.7	14.7
At least half, less than full time	61.8	34.8	0.0	3.4
Less than half time	75.5	21.6	1.1	1.8
Grade point average in 1989-90				
Below 2.75	54.4	36.3	0.3	9.0
2.75-3.24	54.8	33.9	0.9	10.4
3.25 or higher	65.3	24.5	1.8	8.5
Academic integration in 1989-90[4]				
Low	69.8	23.0	0.4	6.9
Moderate	55.0	35.3	1.0	8.7
High	51.8	36.9	0.1	11.1
Social integration in 1989-90[5]				
Low	69.8	24.2	0.3	5.7
Moderate	46.1	41.8	1.3	10.8
High	44.8	37.0	0.0	18.2
Degree goal in 1989-90[6]				
Not working toward degree	65.6	34.4	0.0	0.0
Certificate/license	86.2	13.4	0.5	0.0
Associate degree	57.2	30.9	0.5	11.4
Bachelor's degree	45.0	44.3	1.1	9.7

Table 11-3 Percentage distribution of 1989–90 beginning students at community colleges, by transfer status, degree attainment before transfer, and selected characteristics—Continued

Selected characteristics	Did not transfer[1]	Transferred without degree	Transferred with certificate	Transferred with associate
Degree program in 1989-1990[7]				
Undergraduate certificate	59.9	34.9	0.5	4.7
Associate degree	57.9	32.1	0.2	9.8
Bachelor's degree	(2)	(2)	(2)	(2)
Other undergraduate	65.0	27.3	2.0	5.8
Months enrolled in 1989-90				
1-6 months	67.5	29.5	1.1	1.9
7-9 months	63.3	27.0	0.1	9.5
10-12 months	50.0	36.2	0.4	13.4
Received aid in 1989-90				
No	59.9	32.5	0.8	6.7
Yes	58.3	29.2	0.0	12.6
Received grant in 1989-90				
No	59.9	32.2	0.8	7.1
Yes	58.1	29.7	0.0	12.2
Received loan in 1989-90				
No	59.2	31.7	0.6	8.4
Yes	64.4	28.5	0.0	7.1
Employed while enrolled[8]				
None	77.4	20.6	0.3	1.7
1-50 percent	44.0	41.4	2.7	11.9
More than 50 percent	60.3	30.8	0.2	8.7
Hours worked/week while enrolled				
None	56.0	37.0	0.1	6.9
1-20 hours	48.6	37.7	0.0	13.8
More than 20 hours	63.5	28.4	0.9	7.3
First transfer				
Did not transfer	100.0	(9)	(9)	(9)
Transferred to less-than-4-year	(9)	93.8	2.2	4.0
Transferred to 4-year	(9)	61.3	0.8	37.9

[1] See the supplemental note to this indicator for a definition of transfer.

[2] Too few sample observations for a reliable estimate.

[3] Limited to dependent students.

[4] Examines whether the student attended career-related lectures, participated in study groups with other students, talked about academic matters with faculty, or met with advisor concerning academic plans.

[5] Examines whether the students had contact with faculty outside the class, went places with friends from school, or participated in student assistance center/programs or participated in school clubs.

[6] Student-reported degree goal.

[7] Institution-reported degree program.

[8] Percent of months enrolled in which a student was also employed (1989–94).

[9] Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1990 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:90/94).

Note to Indicator 11: Community college outcomes

The tables and figures presented in this analysis describe outcomes for first-time beginning students in postsecondary education who were enrolled in community colleges in academic year 1989–90. While this represents nearly half of all first-time beginners (45 percent), it represents a minority of the community college student body (22 percent) because it excludes continuing and returning students.

1994 attainment at any institution

The columns in the text table and table 11-1 that describe students' attainment and enrollment status as of 1994 characterize students with respect to highest postsecondary award attained and current enrollment status. Some students who attained an associate degree also attained a certificate, and some students who attained a bachelor's degree also attained a certificate or an associate degree. Those who completed a certificate and an associate degree were broken out with respect to enrollment at a 4-year institution. For these students, the "not enrolled at 4-year" column includes students who were enrolled at less-than-4-year institutions and students who were not enrolled.

Definition of transfer

Since the Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:90/94) does not include information on the transfer of credit between institutions, transfer as defined for this analysis does not imply transfer of credit. Rather, it simply characterizes observed transitions between institutions. For transfer to a less-than-4-year institution, any transition that was not followed by a return to the first institution constitutes a transfer. For transfer to a 4-year institution, any entry into a 4-year institution constitutes a transfer, regardless of subsequent enrollment at the institution of origin.

It is also important to note that the transfer measures refer to the *first* transfer. Students may transfer more than once. For example, some students classified as having transferred to a less-than-4-year institution may have subsequently entered a 4-year institution.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1990 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:90/94).

Table 12-1 Percentage distribution of 1989–90 beginning postsecondary students seeking bachelor's degrees, by persistence toward and completion of bachelor's and other degrees as of spring 1994 and selected characteristics

	Completed a degree					No degree, no longer enrolled toward a bachelor's						
	Highest degree completed[1]			Total any degree	Still enrolled for bachelor's[2]	Total no degree	Number of months enrolled[3]					
Selected characteristics	Bachelor's	Associate	Certificate				Less than 9	9–18	19–27	28–36	37–45	More than 45
Total	**45.8**	**5.1**	**3.3**	**54.3**	**17.5**	**28.3**	**2.8**	**8.1**	**5.7**	**5.6**	**3.8**	**2.3**
Sex												
Male	41.3	4.8	2.7	48.8	20.3	30.9	2.9	9.6	6.7	5.9	3.9	1.9
Female	50.3	5.4	4.0	59.7	14.6	25.7	2.8	6.6	4.7	5.3	3.6	2.7
Age as of 12/31/89												
18 years or younger	51.4	4.9	2.9	59.2	16.4	24.5	1.5	5.2	5.9	5.7	3.5	2.7
19 years	38.3	4.2	3.4	45.8	21.1	33.0	4.0	13.4	4.4	6.0	3.4	1.6
20–29 years	19.0	9.4	7.9	36.3	19.6	44.1	8.2	17.9	6.5	2.8	7.7	0.9
30 years or older	9.8	6.0	3.3	19.1	17.3	63.5	19.4	28.9	4.8	9.9	0.5	0.0
Race/ethnicity												
White	48.1	4.9	3.3	56.4	16.6	27.0	3.0	6.8	5.9	5.3	3.7	2.2
Black	34.3	7.3	3.6	45.2	18.0	36.8	5.4	15.5	5.1	6.1	2.0	2.6
Hispanic	32.4	3.5	5.4	41.3	22.1	36.6	0.5	14.0	6.4	4.6	7.8	3.3
Asian/Pacific Islander	46.8	5.3	0.6	52.8	21.8	25.5	0.0	9.4	2.1	10.2	1.2	2.5
American Indian/Alaskan Native	—	—	—	—	—	—	—	—	—	—	—	—
Marital status in 1989–90												
Never married	48.1	5.3	3.4	56.8	17.4	25.8	1.7	6.9	5.7	5.1	3.8	2.4
Married	20.1	2.4	4.2	26.7	17.8	55.5	13.7	27.6	5.9	7.9	0.4	0.0
Divorced/widowed/separated	11.6	9.5	0.6	21.7	18.4	59.9	28.8	22.8	7.5	0.0	0.9	0.0
Number of children in 1989–90												
None	47.2	5.2	3.2	55.6	17.3	27.1	2.4	7.2	5.7	5.6	3.8	2.4
One	12.8	9.5	2.7	25.0	13.1	61.9	22.4	25.6	9.4	2.8	1.7	0.0
Two	—	—	—	—	—	—	—	—	—	—	—	—
Three or more	—	—	—	—	—	—	—	—	—	—	—	—
Socioeconomic status												
Lowest quartile	22.1	5.7	3.8	31.7	16.5	51.8	8.2	25.0	7.6	5.7	3.4	1.9
Middle two quartiles	38.9	4.8	3.5	47.1	19.4	33.5	3.0	9.5	7.3	7.3	3.4	2.9
Highest quartile	52.9	5.3	3.2	61.5	16.3	22.3	2.1	5.2	4.4	4.5	4.0	2.0
Family income[4]												
Less than $20,000	36.9	4.9	1.4	43.2	19.2	37.6	3.2	10.7	6.8	7.4	6.1	3.4
20,000–39,999	43.2	5.3	4.1	52.6	18.2	29.2	2.9	8.9	5.5	6.3	3.0	2.5
40,000–59,999	48.5	4.1	4.1	57.0	16.1	26.9	1.8	7.2	6.5	5.9	3.4	2.0
60,000 or more	60.6	6.0	1.5	68.1	16.0	15.9	0.4	2.5	3.9	3.6	4.0	1.6
Parents' educational attainment												
Less than high school graduate	33.6	3.6	6.1	43.4	7.8	48.8	10.9	11.1	6.4	11.2	5.7	3.6
High school graduate	35.0	7.3	4.6	46.9	18.4	34.7	6.4	11.6	6.6	5.2	3.3	1.6
Some postsecondary	45.1	4.8	3.0	52.9	17.5	29.6	1.2	9.7	7.7	4.5	3.5	2.9
Bachelor's degree	48.8	5.4	3.6	57.7	19.2	23.1	0.8	4.8	4.6	5.6	4.3	3.0
Advanced degree	61.2	2.9	0.7	64.8	16.4	18.9	1.0	3.0	3.8	5.9	3.7	1.5
High school credential												
High school diploma	46.5	5.2	3.4	54.4	17.3	28.3	2.8	8.1	5.7	5.6	3.7	2.3
Equivalency certificate	—	—	—	—	—	—	—	—	—	—	—	—
None	—	—	—	—	—	—	—	—	—	—	—	—

Table 12-1 Percentage distribution of 1989–90 beginning postsecondary students seeking bachelor's degrees, by persistence toward and completion of bachelor's and other degrees as of spring 1994 and selected characteristics—Continued

	Completed a degree					No degree, no longer enrolled toward a bachelor's						
	Highest degree completed[1]			Total	Still enrolled	Total	Number of months enrolled[3]					
Selected characteristics	Bachelor's	Associate	Certificate	any degree	for bachelor's[2]	no degree	Less than 9	9–18	19–27	28–36	37–45	More than 45
Diploma/delayed entry status[5]												
Diploma, did not delay	50.3	4.9	2.9	58.2	17.0	24.8	1.8	6.3	5.4	5.5	3.5	2.3
Diploma, delayed entry	17.3	7.1	6.6	30.9	21.5	47.6	8.9	18.9	7.1	4.3	6.1	2.2
No diploma	15.0	2.4	3.7	21.0	14.1	64.8	13.4	22.7	8.1	18.3	0.8	1.5
Level of first institution												
4-year	57.1	2.5	2.1	61.7	15.3	23.1	1.9	5.5	5.3	4.9	3.3	2.1
2-year	7.9	13.9	7.2	29.0	25.3	45.8	5.4	16.8	7.0	8.2	5.3	3.0
Less-than-2-year	—	—	—	—	—	—	—	—	—	—	—	—
Received aid in 1989–90												
No	36.9	7.0	4.5	48.4	21.0	30.7	3.0	8.7	6.2	6.3	3.8	2.7
Yes	55.1	3.2	2.2	60.4	13.8	25.8	2.7	7.5	5.2	4.9	3.7	1.9
Received loan in 1989–90												
No	42.4	6.1	3.3	51.8	18.9	29.4	2.8	8.7	5.4	6.1	3.9	2.3
Yes	57.7	1.9	3.5	63.1	12.6	24.4	2.8	5.8	6.6	3.9	3.1	2.1
Received grant in 1989–90												
No	39.3	6.9	4.3	50.6	19.6	29.8	3.1	8.6	5.8	6.1	3.9	2.4
Yes	55.1	2.6	1.9	59.6	14.4	26.0	2.4	7.3	5.6	5.0	3.5	2.2
Employed while enrolled[6]												
None	35.0	0.9	1.4	37.3	13.5	49.2	9.3	26.5	5.0	4.3	2.4	1.7
1–50 percent	54.9	4.8	3.1	62.8	17.7	19.5	1.2	4.2	3.7	6.2	2.8	1.4
More than 50 percent	42.9	5.8	3.5	52.1	17.4	30.4	2.8	8.6	6.9	5.2	4.1	2.8
Enrollment status in 1989–90												
Exclusively full time	51.1	5.7	2.6	59.5	15.9	24.6	1.7	6.0	5.7	6.0	3.2	2.1
Mixed	46.4	2.8	6.0	55.1	22.4	22.4	0.3	5.1	4.0	5.4	5.3	2.3
Exclusively part time	4.1	7.8	6.5	18.3	21.6	60.1	14.0	24.0	5.6	3.9	6.2	6.5
Enrollment status, first term												
Full time	51.7	4.1	2.5	58.3	16.7	25.0	1.7	6.6	5.3	5.6	3.5	2.3
At least half, less than full time	14.5	11.5	6.1	32.1	24.5	43.4	5.9	18.9	5.9	2.5	7.8	2.5
Less than half time	10.5	4.9	11.4	26.8	26.8	46.4	17.3	8.0	9.1	8.0	0.3	3.7
Hours worked per week while enrolled												
None	49.8	4.4	2.0	56.2	17.8	26.0	2.3	8.4	3.8	5.8	3.2	2.5
1–20 hours	51.3	5.2	2.5	59.0	16.4	24.5	0.7	5.7	5.7	6.8	4.4	1.3
More than 20 hours	40.4	5.4	4.5	50.3	17.9	31.7	4.5	9.5	6.5	4.8	3.6	2.9
Grade point average in 1989–90												
Below 2.75	37.4	5.2	3.5	46.2	20.0	33.8	3.3	7.9	7.3	7.5	5.8	2.0
2.75 to 3.24	55.1	4.7	2.2	62.0	19.2	18.8	1.0	6.9	2.9	4.4	2.4	1.2
3.25 or higher	63.5	4.3	2.3	70.1	12.3	17.6	1.5	4.5	2.3	4.2	1.6	3.5

Table 12-1 Percentage distribution of 1989–90 beginning postsecondary students seeking bachelor's degrees, by persistence toward and completion of bachelor's and other degrees as of spring 1994 and selected characteristics—Continued

Selected characteristics	Completed a degree: Highest degree completed[1]: Bachelor's	Completed a degree: Highest degree completed[1]: Associate	Completed a degree: Highest degree completed[1]: Certificate	Completed a degree: Total any degree	Still enrolled for bachelor's[2]	No degree, no longer enrolled toward a bachelor's: Total no degree	Number of months enrolled[3]: Less than 9	9-18	19-27	28-36	37-45	More than 45
Months enrolled in 1989-90												
1-6 months	7.2	11.9	6.5	25.6	16.3	58.1	22.4	14.6	8.6	7.7	4.5	0.3
7-9 months	50.2	4.2	3.2	57.6	15.4	27.0	1.2	9.6	5.8	5.5	3.2	1.7
10-12 months	50.7	4.3	2.8	57.9	18.9	23.2	0.0	5.9	5.1	5.3	3.9	3.0
Academic integration in 1989-90[7]												
Low	24.1	9.9	5.4	39.5	18.0	42.5	8.5	18.0	10.1	2.3	1.7	1.9
Moderate	36.8	5.5	3.6	45.8	19.1	35.1	4.8	11.0	7.2	5.5	3.3	3.2
High	52.0	4.5	3.0	59.5	16.5	24.0	1.3	6.0	4.7	5.9	4.2	2.0
Social integration in 1989-90[8]												
Low	19.1	6.2	6.1	31.4	22.3	46.4	8.9	25.2	6.6	2.4	0.4	3.0
Moderate	39.1	6.8	3.4	49.4	18.5	32.1	3.5	9.3	6.5	5.7	4.5	2.7
High	56.9	3.1	2.7	62.7	15.5	21.8	1.0	4.6	4.8	6.1	3.5	1.9
Self-rating of academic ability												
Above average	61.6	2.7	1.5	65.8	15.0	19.2	0.7	5.4	4.1	4.0	3.1	1.9
Average or below	34.3	6.8	4.6	45.7	19.1	35.2	4.3	10.0	7.0	6.9	4.3	2.6

— Not available

[1] Includes only students who are no longer working toward a bachelor's degree, but who had completed another type of degree or award.

[2] Includes students who had completed another type of degree or award (associate degree, 11.8 percent; certificate, 2.7 percent), but are still working toward a bachelor's degree.

[3] Enrollment can be full time or part time. Includes students who are still enrolled but are no longer working toward a bachelor's degree.

[4] Limited to dependent students.

[5] Students were considered to have a diploma only if they had a regular high school diploma. Students with a GED or other high school credentials were considered to have no diploma.

[6] Percent of months enrolled in which a student was also employed in 1989–94.

[7] Examines whether the student attended career-related lectures, participated in study groups with other students, talked about academic matters with faculty, or met with advisor concerning academic plans.

[8] Examines whether the student had contact with faculty outside of class, went places with friends from school, or participated in student assistance centers/programs, or school clubs.

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1990 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS 90/94).

Note to Indicator 12: Postsecondary persistence and degree completion

This analysis was constructed using data from the Beginning Postsecondary Students Longitudinal Study (BPS). BPS is based on a subsample of the 1990 National Postsecondary Student Aid Study (NPSAS), which consists of students beginning their postsecondary education for the first time at community colleges, vocational schools, and institutions granting bachelor's degrees during the 1989–90 academic year. The BPS First Follow-up survey was conducted in the spring of 1992, 2 years after the student's entry into postsecondary education, and the Second Follow-up was conducted during the spring of 1994. BPS provides detailed information regarding the individual student's attendance patterns for 5 years following his or her first enrollment into postsecondary education. (For more information on BPS, see the *Sources of Data* section.)

This analysis examines persistence toward and completion of bachelor's and other types of degrees for students whose initial postsecondary degree objective when they first began postsecondary education in academic year 1989–90 was a bachelor's degree, without regard to the type of institution in which they first enrolled. Using the student's reported degree objective rather than the type of program offered by the particular institution permits comparison of rates of persistence and degree completion between students with the same degree objective but with different demographic, institutional, and attendance characteristics.

Initial degree objective

Whether the student was seeking a bachelor's degree was determined by his or her response to the question "Toward which degree or other award are the courses you are taking leading?" Students could therefore be attending a 2-year institution but their degree objective was a bachelor's degree. Half of all beginning postsecondary students were working toward a bachelor's degree in 1989–90, and 25 percent of these students began at 2-year institutions that did not offer bachelor's degrees.

Persistence and degree completion

As this analysis was constructed, students were first divided into two broad categories: those who completed a bachelor's degree, and those who did not. Without regard to completion of other degrees, students who had not attained a bachelor's degree were then classified according to whether or not they were still enrolled toward a bachelor's degree. Students who were still enrolled toward a bachelor's degree were classified as such, while those who were no longer enrolled toward a bachelor's degree but had completed an associate degree or certificate were categorized according their highest degree completed. The remaining students who had not completed a degree after 5 years (bachelor's degree, associate degree, or certificate), or who were still enrolled but not working toward a bachelor's degree, were categorized according to the number of months they were enrolled in postsecondary education. It is important to note that the number of months enrolled are not necessarily continuous months, so they cannot be used as an indicator of when the student left postsecondary education or stopped working toward a bachelor's degree. Rather, presenting the data in this manner is designed to give an indication of the time spent in postsecondary attendance, although no degree was completed.

Table 13-1 Adult education participation rates in the past 12 months, by type of adult education activity, educational attainment, labor force status, race/ethnicity, age, and sex: 1995

Selected characteristics	Total[2]	Type of adult education activity			
		Basic skills[3]	Credential[2]	Work-related	Personal development
			Male and female		
Total	**40.2**	**1.2**	**6.1**	**20.9**	**19.9**
Educational attainment					
Grades 9-12[4]	22.9	5.6	1.6	6.9	10.4
High school diploma or GED	30.9	0.8	3.5	14.2	15.7
Vocational/technical school	41.9	0.6	5.4	21.9	21.1
Some college	49.3	0.5	12.1	22.3	25.3
Associate degree	56.1	0.4	10.9	32.1	27.4
Bachelor's degree or higher	58.2	—	7.7	37.9	27.9
Labor force status					
Employed	50.7	1.1	8.2	31.1	22.0
Unemployed	36.6	5.0	5.5	11.1	17.4
Not in labor force	21.3	0.9	2.2	3.4	16.2
Race/ethnicity					
White	41.5	0.7	6.0	22.8	20.8
Black	37.0	2.3	7.3	16.2	18.9
Hispanic	33.7	3.6	4.8	11.8	13.8
Age					
17-24	47.0	4.6	12.6	14.7	21.5
25-34	48.4	1.2	9.4	25.8	22.2
35-44	49.2	1.1	7.3	30.1	22.8
45-54	45.9	0.6	4.9	29.7	20.5
55-64	28.0	0.2	1.1	14.2	16.3
65 and older	15.2	[5]0.0	0.2	2.3	13.5
			Male		
Total	**38.2**	**1.2**	**5.6**	**21.8**	**15.8**
Educational attainment					
Grades 9-12[4]	25.0	5.9	2.4	7.9	9.6
High school diploma or GED	27.4	0.8	3.7	14.4	11.2
Vocational/technical school	39.8	1.1	5.3	22.2	14.6
Some college	44.8	0.5	10.2	22.2	19.8
Associate degree	52.3	0.4	11.5	31.7	21.5
Bachelor's degree or higher	54.7	—	6.4	37.6	22.6
Labor force status					
Employed	46.5	1.1	7.0	29.0	17.9
Unemployed	33.3	4.7	3.9	11.3	14.6
Not in labor force	16.3	0.8	2.1	3.7	10.5
Race/ethnicity					
White	39.1	0.7	5.4	23.8	16.2
Black	34.9	1.6	7.6	15.4	17.1
Hispanic	34.5	4.5	4.1	13.0	11.5
Age					
17-24	46.1	5.2	10.9	14.9	18.9
25-34	46.1	1.1	9.0	26.7	17.4
35-44	47.1	0.9	6.5	30.7	18.3
45-54	41.8	0.5	3.9	29.0	15.8
55-64	24.7	[5]0.0	1.2	14.3	12.7
65 and older	11.9	[5]0.0	0.2	2.9	9.4

Table 13-1 Adult education participation rates in the past 12 months, by type of adult education activity, educational attainment, labor force status, race/ethnicity, age, and sex: 1995—Continued

		Type of adult education activity			
Selected characteristics	Total[2]	Basic skills[3]	Credential[2]	Work-related	Personal development
			Female		
Total	**42.1**	**1.2**	**6.5**	**20.2**	**23.5**
Educational attainment					
Grades 9-12[4]	21.2	5.4	1.1	6.0	11.1
High school diploma or GED	33.7	0.7	3.4	13.9	19.4
Vocational/technical school	43.0	0.3	5.5	21.6	24.8
Some college	53.2	0.5	13.7	22.4	30.0
Associate degree	59.7	0.3	10.4	32.4	32.8
Bachelor's degree or higher	62.4	—	9.3	38.3	34.1
Labor force status					
Employed	55.6	1.1	9.7	33.4	26.8
Unemployed	39.9	5.2	7.0	10.9	20.1
Not in labor force	24.2	0.9	2.3	3.2	19.4
Race/ethnicity					
White	43.8	0.7	6.6	21.9	25.1
Black	38.4	2.7	7.1	16.7	20.1
Hispanic	32.8	2.8	5.4	10.6	15.9
Age					
17-24	48.0	4.1	14.3	14.4	24.0
25-34	50.4	1.3	9.7	25.1	26.5
35-44	51.3	1.3	8.1	29.4	27.3
45-54	49.9	0.6	5.9	30.4	25.1
55-64	31.1	0.4	1.1	14.2	19.5
65 and older	17.6	[5]0.0	0.1	1.8	16.4

— Not applicable.

[1] The participation rate of adults age 17 or older was determined by their involvement in one or more of six types of adult education activities in the 12 months prior to the interview; therefore, percentages may not add to totals because people participated in more than one type of activity (9 percent). Adults who participated in apprenticeship programs and English as a Second Language programs were included in the total, but are not shown separately. Adults who reported that they had participated only as full-time credential seekers were not included in the calculation of the participation rates.

[2] Only adults who had not received a high school diploma or its equivalent, who had received a high school diploma in the past 12 months, or who had received a high school diploma in a foreign country were asked about their participation in the basic education/General Educational Development (GED) activities.

[3] Includes adults whose highest education level was grades 9–12 who had not received a high school diploma.

[4] Percents less than 0.05 are rounded to 0.0.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), 1995 (Adult Education Component).

Table 13-2 Percentage of adults who participated in work-related adult education activities, by type of provider, educational attainment, labor force status, race/ethnicity, and age: 1995

	Type of provider for work-related adult education activities						
Selected characteristics	Elementary/ secondary	Post- secondary	Trade organization	Private	Business	Government	Other
Total	**4.3**	**20.4**	**11.1**	**6.6**	**59.6**	**17.3**	**2.5**
Educational attainment							
Grades 9–12*	5.1	15.8	8.0	4.4	61.8	13.3	1.8
High school diploma or GED	3.6	13.5	9.0	6.0	62.4	17.2	2.5
Vocational/technical school	1.0	19.0	13.4	4.1	67.5	9.5	2.8
Some college	2.1	18.6	10.9	7.1	58.2	18.9	2.3
Associate degree	1.3	18.4	18.8	5.0	57.7	17.7	1.2
Bachelor's degree or higher	6.3	25.4	10.8	7.4	58.4	17.7	2.6
Labor force status							
Employed	4.4	20.1	10.9	6.4	60.7	17.4	2.4
Unemployed	2.4	29.6	13.2	6.1	47.5	16.2	5.9
Not in labor force	3.1	22.4	14.2	10.0	46.3	17.3	2.1
Race/ethnicity							
White	4.4	20.2	10.8	6.5	61.3	16.7	2.4
Black	3.2	20.8	12.9	6.3	47.8	23.1	2.5
Hispanic	5.6	22.0	10.7	7.7	57.3	15.5	2.9
Age							
17–24	3.1	24.1	7.8	6.2	54.7	13.4	1.4
25–34	2.8	17.1	12.2	6.9	63.2	14.7	2.9
35–44	4.3	19.9	11.4	6.2	61.1	18.1	2.2
45–54	6.2	23.5	10.5	6.9	57.9	18.7	3.1
55–64	4.5	21.3	10.7	5.6	54.4	22.5	1.7
65 and older	3.9	16.8	14.1	10.9	49.9	21.5	0.0

* Includes adults whose highest education level was grades 9–12 who had not received a high school diploma.

NOTE: Information on the type of provider of adult education activities was aggregated as follows: Elementary/secondary: elementary, junior high school, or high school; Postsecondary: 2-year community or junior college, 2-year vocational school, or 4-year college or university; Trade organization: private vocational, trade, business, hospital, or flight school, and adult learning center; Private: private community organization, church or religious organization, tutor, or private instructor; Business: business or industry or professional association; and Government: federal, state, county, or local government, or public library. Percentages were based on individuals who participated in work-related activities only. Because individuals may take more than one work-related adult education course, details may add to more than 100.0.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), 1995 (Adult Education Component).

Table 14-1 Net price of attending postsecondary education and student financial assistance for dependent full-time, full-year undergraduates, by control and type of institution and family income: Academic year 1995–96

Control and type of institution and family income	Average tuition and fees	Average total price	Average grants	Average total aid	Average net price	Average unmet need	Ratio of total aid to total price
Public 4-year							
Nondoctorate-granting	**$3,255**	**$9,432**	**$1,254**	**$3,235**	**$6,195**	**$1,855**	**34.9**
Low income	3,086	9,073	2,766	4,710	4,354	3,577	52.6
Lower middle	3,181	9,243	1,303	3,828	5,415	2,519	41.2
Upper middle	3,296	9,464	566	2,535	6,929	938	26.9
High income	3,489	10,034	286	1,664	8,371	175	16.4
Doctorate-granting	**4,266**	**11,457**	**1,467**	**3,634**	**7,827**	**2,145**	**32.1**
Low income	3,902	10,942	3,466	6,011	4,930	3,955	55.4
Lower middle	3,952	11,141	1,694	4,507	6,634	3,371	40.2
Upper middle	4,019	11,140	757	2,830	8,309	1,731	25.0
High income	4,925	12,273	570	2,121	10,167	445	16.9
Private, not-for-profit 4-year							
Nondoctorate-granting	**11,589**	**17,751**	**4,767**	**8,551**	**9,200**	**3,626**	**48.5**
Low income	10,243	16,220	6,193	9,817	6,403	5,440	60.4
Lower middle	11,197	17,210	5,850	10,194	7,016	4,123	58.0
Upper middle	12,048	18,205	4,682	9,224	8,981	3,134	50.3
High income	12,753	19,218	2,589	5,343	13,875	1,969	27.7
Doctorate-granting	**16,124**	**23,898**	**5,223**	**9,224**	**14,677**	**5,926**	**38.5**
Low income	15,425	23,060	9,013	13,706	9,357	8,071	58.4
Lower middle	15,675	23,243	8,729	13,766	9,477	6,416	57.6
Upper middle	15,789	23,499	4,712	8,873	14,641	7,144	36.8
High income	16,789	24,748	2,342	5,500	19,250	4,190	22.4
Public 2-year	**1,316**	**6,761**	**694**	**1,044**	**5,718**	**1,778**	**17.0**
Low income	1,202	6,369	1,750	2,198	4,171	3,231	37.7
Lower middle	1,315	6,883	556	924	5,959	2,654	14.3
Upper middle	1,416	6,954	188	574	6,380	595	8.7
High income	1,331	6,849	141	271	6,578	127	3.9
Private, for-profit	**7,450**	**13,525**	**1,179**	**5,321**	**8,162**	**4,081**	**39.8**
Low income	7,236	13,037	2,205	6,174	6,765	6,153	48.3
Lower middle	7,263	13,169	938	5,838	7,331	4,330	44.3
Upper middle	7,770	14,147	427	4,816	9,331	3,020	33.3
High income	7,811	14,371	86	3,362	10,963	516	23.1

NOTE: Total price includes budgeted allowances for student living expenses; total aid includes grants, loans, and work study; net price is total price minus total aid; unmet need is total price minus total aid minus the expected family contribution. Family income categories are income quintiles for dependent students. Only students who attended one institution are included. Averages include zero values. See the supplemental note to this indicator for more detailed definitions.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 National Postsecondary Student Aid Study (NPSAS:96).

Note to Indicator 14: Net price of college attendance

The following definitions, used in the tables of this analysis, clarify who or what is included or excluded in the various statistics. The sample consists of dependent full-time, full-year students who attended one postsecondary institution during the academic year 1995–96. The specific terms used in the analysis are defined as follows:

Family income: The four income categories, "low income," "lower middle," "upper middle," and "high income" are calculated on the basis of family income for dependent students, and correspond to the four quartiles of the distribution of parental family income. The quartile cutpoints for dependent student income are about $25,000, $46,000, and $70,000.

Dependency status: Students were considered dependent for purposes of federal financial aid programs unless institutional records indicated they were:

- Age 24 or older as of 12/31/95 (born before January 1, 1972)
- A veteran of the U.S. Armed Forces
- Enrolled in a graduate or professional program (beyond a bachelor's degree) in 1995–96
- Married
- Orphan or ward of the court
- Had legal dependents, other than spouse

If any of these conditions were met, the student was classified as independent for purposes of financial aid.

Tuition and fees: The amount of tuition the student was charged for the terms attended during academic year 1995–96, as reported by the NPSAS institution. If tuition amounts were not reported, they were estimated based on the average per credit or per term charges for other students at the institution according to their class level, degree program, and attendance status.

Total price: The attendance-adjusted student budget at the sampled NPSAS institution for students who attended only one institution during academic year 1995–96. The student budget is the sum of actual tuition and fees and a budgeted amount for nontuition expenses, including room and board, transportation, books and supplies, and other costs. For students attending at least half time but less than full time, nontuition costs are reduced to 75 percent of the allowance for full-time, full-year students, to 50 percent for students with unknown attendance status, and to 25 percent for students attending less than half time. The actual tuition is added to the estimated nontuition costs. Students who attended more than one institution are excluded from the tables in this analysis.

Grants: Total amount of all grants and scholarships: federal, state, institutional, and other received during academic year 1995–96, including employer tuition reimbursements.

Total aid: Indicates the total amount of all financial aid received during academic year 1995–96, including grants, loans, and work study.

Net price: Total price (attendance-adjusted student budget, which includes tuition and fees and nontuition costs) minus total aid. Loan and work-study amounts are included. Net price does not include the future cost of interest payments on loans that must be repaid.

Expected family contribution: The expected family contribution (EFC) is used to calculate a student's need for financial aid. EFC is calculated using the Congressional Methodology (CM). The CM EFC is the sum of the student contribution and the parent contribution. The student is expected to contribute from savings and from summer jobs. The amount parents are expected to contribute depends on their income, assets, and the number of other children in college. The EFC value used in this analysis was taken from the following sources: the Pell grant payment file, the applications students submitted for federal financial aid, or the financial aid records from the NPSAS institution, or were estimated by regressions based on dependency, family size, income, assets, and number of children in college. For Pell grant recipients, the EFC on the Pell payment file was always used; for other financial aid recipients, the primary EFC from the most recent federal financial aid application record was used if available, or an EFC reported by the institution. The EFC can be interpreted as what is a reasonable amount for the student and family to contribute from currently available resources toward the student's postsecondary education.

Unmet need: Total price (attendance-adjusted amount for tuition and fees and nontuition costs) minus the EFC minus total aid. Unmet need is a measure of the amount students and their parents must finance in addition to the EFC to meet estimated costs of attendance and student living.

Table 15-1 Percentage of undergraduates who borrowed, and the average amount and average cumulative amount borrowed from federal loan programs, by control and type of institution and selected student characteristics: Academic years 1992–93 and 1995–96

Selected student characteristics	Public 4-year: Current Year: Percent who borrowed	Public 4-year: Current Year: Average amount borrowed	Public 4-year: Percent who ever borrowed	Public 4-year: Average cumulative amount borrowed	Private, not-for-profit 4-year: Current Year: Percent who borrowed	Private, not-for-profit 4-year: Current Year: Average amount borrowed	Private, not-for-profit 4-year: Percent who ever borrowed	Private, not-for-profit 4-year: Average cumulative amount borrowed
				1992-93				
Total	**24.5**	**$3,007**	**36.0**	**$5,915**	**34.6**	**$3,591**	**44.9**	**$6,984**
Income status								
Dependent								
Less than $10,000	45.7	2,779	57.4	5,289	55.0	3,158	60.0	6,165
10,000-19,999	49.3	2,669	58.1	5,430	59.1	3,107	68.9	6,123
20,000-29,999	44.8	2,626	55.1	5,098	68.3	3,225	75.6	6,318
30,000-39,999	38.2	2,696	47.9	5,081	62.4	3,391	69.8	6,923
40,000-49,999	27.2	2,586	37.5	4,778	57.1	3,351	60.8	6,614
50,000-59,999	12.8	2,601	20.7	4,555	39.6	3,253	44.5	5,858
60,000-69,999	9.2	2,560	17.3	4,826	25.8	3,219	31.7	6,114
70,000-79,999	11.3	2,933	17.3	4,594	25.8	3,234	30.8	6,402
80,000-99,999	7.5	2,833	13.9	5,168	27.7	3,435	35.2	5,964
100,000 or more	3.0	3,142	5.9	3,972	7.1	3,357	9.6	5,466
Independent								
Less than $5,000	47.1	3,488	60.5	8,257	46.1	3,837	60.5	8,416
5,000-9,999	46.0	3,375	59.4	7,477	51.3	4,287	66.9	8,987
10,000-19,999	28.4	3,524	48.0	6,438	31.7	4,716	53.2	8,564
20,000-29,999	17.1	3,556	37.8	6,592	21.0	4,274	41.5	7,219
30,000-49,999	12.2	3,595	28.9	6,300	15.1	4,459	31.4	7,476
50,000 or more	4.4	3,042	23.3	5,065	12.0	4,726	26.3	6,888
Race/ethnicity								
White	23.6	3,034	34.7	6,011	33.9	3,699	43.9	7,214
Black	33.5	2,873	50.6	5,546	49.2	3,190	63.7	6,526
Hispanic	21.0	2,896	35.0	5,338	25.9	3,280	38.7	5,828
Asian/Pacific Islander	17.0	2,878	25.5	5,567	26.5	3,894	30.9	6,802
American Indian/Alaskan Native	24.1	3,069	44.5	5,311	36.8	(*)	61.2	(*)

Table 15-1 Percentage of undergraduates who borrowed, and the average amount and average cumulative amount borrowed from federal loan programs, by control and type of institution and selected student characteristics: Academic years 1992–93 and 1995–96—Continued

	Public 4-year				Private, not-for-profit 4-year			
	Current Year				Current Year			
Selected student characteristics	Percent who borrowed	Average amount borrowed	Percent who ever borrowed	Average cumulative amount borrowed	Percent who borrowed	Average amount borrowed	Percent who ever borrowed	Average cumulative amount borrowed
				1995-96				
Total	**35.4**	**$4,130**	**47.2**	**$7,904**	**44.3**	**$4,499**	**53.7**	**$8.682**
Income status								
Dependent								
Less than $10,000	41.2	3,580	47.4	6,674	53.7	3,760	60.6	7,079
10,000–19,999	50.3	3,503	59.3	6,478	62.9	4,105	70.3	8,422
20,000–29,999	49.8	3,632	56.7	7,218	67.9	4,340	71.8	8,411
30,000–39,999	49.0	3,782	55.4	7,087	63.8	4,213	70.6	7,827
40,000–49,999	44.6	3,644	52.1	6,666	61.4	4,200	66.1	7,965
50,000–59,999	34.8	3,481	44.3	6,282	53.8	4,108	59.1	7,889
60,000–69,999	32.4	3,610	41.2	6,688	51.4	4,031	55.2	7,705
70,000–79,999	25.9	3,880	32.9	6,647	42.7	3,931	46.0	7,357
80,000–99,999	25.5	3,621	32.9	6,251	41.3	3,739	48.3	6,720
100,000 or more	10.4	3,643	17.2	5,161	22.0	3,772	25.9	6,463
Independent								
Less than $5,000	53.4	5,040	68.3	11,766	53.0	5,862	64.5	12,041
5,000–9,999	51.9	4,865	67.0	10,254	45.4	5,879	59.4	11,500
10,000–19,999	38.4	5,364	57.8	9,402	38.5	5,769	54.5	11,145
20,000–29,999	27.0	4,791	47.3	8,524	32.6	5,440	50.1	10,890
30,000–49,999	17.4	5,115	39.2	8,508	23.2	5,750	43.6	9,706
50,000 or more	7.2	4,636	31.0	6,868	11.6	5,543	32.3	8,110
Race/ethnicity								
White	34.7	4,218	46.4	8,059	44.0	4,543	52.6	8,865
Black	48.7	3,764	64.3	7,844	54.6	4,524	66.2	8,808
Hispanic	32.2	3,968	42.8	7,446	41.8	4,105	55.5	7,488
Asian/Pacific Islander	27.9	3,935	37.9	6,780	35.2	4,454	43.7	8,255
American Indian/Alaskan Native	42.2	4,234	57.0	7,726	46.5	(*)	53.4	(*)

* Too few sample observations for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), and 1995–96 National Postsecondary Student Aid Study (NPSAS:96).

Table 16-1 Explanations of levels of reading proficiency

Level 150:	**Simple, discrete reading tasks** Readers at this level can follow brief written directions. They can also select words, phrases, or sentences to describe a simple picture and can interpret simple written clues to identify a common object. Performance at this level suggests the ability to carry out simple, discrete reading tasks.
Level 200:	**Partial skills and understanding** Readers at this level can locate and identify facts from simple informational paragraphs, stories, and news articles. In addition, they can combine ideas and make inferences based on short, uncomplicated passages. Performance at this level suggests the ability to understand specific or sequentially related information.
Level 250:	**Interrelates ideas and make generalizations** Readers at this level use intermediate skills and strategies to search for, locate, and organize the information they find in relatively lengthy passages and can recognize paraphrases of what they have read. They can also make inferences and reach generalizations about main ideas and the author's purpose from passages dealing with literature, science, and social studies. Performance at this level suggests the ability to search for specific information, interrelate ideas, and make generalizations.
Level 300:	**Understands complicated information** Readers at this level can understand complicated literary and informational passages, including material about topics they study at school. They can also analyze and integrate less familiar material and provide reactions to and explanations of the text as a whole. Performance at this level suggests the ability to find, understand, summarize, and explain relatively complicated information.
Level 350:	**Learns from specialized reading materials** Readers at this level can extend and restructure the ideas presented in specialized and complex texts. Examples include scientific materials, literary essays, and historical documents. Readers are also able to understand the links between ideas, even when those links are not explicitly stated, and to make appropriate generalizations. Performance at this level suggests the ability to synthesize and learn from specialized reading materials.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *NAEP 1996 Trends in Academic Progress*, 1997.

Table 16-2 Percentage of students ages 9, 13, or 17 scoring at or above five levels of reading proficiency: 1971–96

		Year								
Proficiency level	Age	1971	1975	1980	1984	1988	1990	1992	1994	1996
Level 150:	9	91	93	95	92	93	90	92	92	*93
Simple, discrete	13	100	100	100	100	100	100	100	99	100
reading tasks	17	100	100	100	100	100	100	100	100	100
Level 200:	9	59	62	68	62	63	59	62	63	*64
Partial skills and	13	93	93	95	94	95	94	93	92	93
understanding	17	96	96	97	98	99	98	97	97	*97
Level 250:	9	16	15	18	17	18	18	16	17	18
Interrelates ideas and	13	58	59	61	59	59	59	62	60	61
make generalizations	17	79	80	81	83	86	84	83	81	81
Level 300:	9	1	1	1	1	1	2	1	1	1
Understands complicated	13	10	10	11	11	11	11	15	14	*14
information	17	39	39	38	40	41	41	43	41	39
Level 350:	9	0	0	0	0	0	0	0	0	0
Learns from specialized	13	0	0	0	0	0	0	1	1	*1
reading materials	17	7	6	5	6	5	7	7	7	6

* Statistically significant difference from 1971

NOTE: See table 16-1 for further explanations of the proficiency levels.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *NAEP 1996 Trends in Academic Progress*, 1997

Table 16-3 Percentile distribution of reading proficiency scores, by age, and race/ethnicity: 1980–96

Per-	Age 9							Age 13							Age 17						
centile	1980	1984	1988	1990	1992	1994	1996	1980	1984	1988	1990	1992	1994	1996	1980	1984	1988	1990	1992	1994	1996
All students																					
5	149	141	142	135	141	140	142	199	197	200	196	191	188	192	213	220	226	220	214	211	213
10	165	157	157	150	156	156	158	213	210	213	210	208	205	209	231	236	242	237	233	230	231
25	191	184	184	179	183	184	185	235	234	234	233	235	233	235	259	263	266	264	263	260	259
50	217	213	214	210	214	215	216	260	258	258	257	262	260	261	288	290	291	291	293	290	288
75	241	240	240	240	239	240	241	283	282	281	282	287	285	286	315	317	316	319	319	319	316
90	262	263	263	266	260	260	262	302	302	302	302	309	307	307	338	340	337	343	343	343	340
95	273	277	278	280	272	272	274	314	314	314	314	322	320	319	351	353	349	356	356	358	354
White																					
5	161	152	150	144	153	152	154	209	205	204	204	204	200	205	229	230	233	229	228	222	225
10	175	167	165	160	167	168	169	222	218	217	217	219	217	221	244	246	247	246	245	241	242
25	199	192	192	188	193	194	195	243	241	238	240	243	242	245	268	271	271	271	272	270	269
50	223	220	219	218	221	221	223	265	263	262	263	268	267	269	294	297	295	298	300	298	296
75	246	245	244	247	244	244	246	287	286	285	286	292	290	291	319	322	320	324	325	324	322
90	265	267	267	271	264	263	266	306	305	304	306	312	311	311	341	343	340	347	347	347	346
95	276	280	281	285	276	275	279	317	317	316	318	324	324	324	354	356	352	360	359	361	358
Black																					
5	123	121	125	115	119	119	123	179	180	191	182	170	170	176	176	202	214	201	188	192	200
10	139	135	138	129	132	133	136	191	192	202	194	185	183	188	191	216	228	217	206	210	216
25	165	159	162	153	156	155	161	211	213	222	217	210	208	211	217	239	251	242	235	239	241
50	192	187	188	182	185	186	190	233	236	242	243	239	236	237	244	264	274	268	263	268	266
75	216	213	217	211	214	216	220	255	259	264	266	266	261	261	270	288	300	294	288	296	290
90	236	235	238	236	236	237	242	275	280	284	286	287	283	281	293	311	321	316	312	318	314
95	247	248	252	251	249	248	255	286	293	299	299	303	295	292	307	324	333	331	328	335	330
Hispanic																					
5	123	120	122	125	125	119	124	183	181	181	178	165	174	174	194	202	204	206	193	187	198
10	138	135	140	139	139	134	139	195	193	195	191	184	187	190	208	217	218	224	213	203	212
25	164	161	165	161	163	157	166	215	216	219	214	213	211	216	235	242	246	250	241	236	237
50	192	189	196	189	193	184	197	238	240	240	239	242	236	242	263	269	274	276	275	264	264
75	218	215	222	219	222	216	223	259	264	262	262	267	260	265	289	295	298	303	303	294	293
90	238	236	247	239	245	243	246	279	284	284	284	289	282	288	313	318	316	327	326	318	317
95	250	247	259	253	255	255	256	291	296	297	296	303	298	300	325	332	328	339	337	331	329

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *NAEP 1996 Trends in Academic Progress*, 1997.

Table 16-4 Average reading proficiency, by age and parents' highest education level: 1971–96

		Age 9		Age 13		Age 17	
Parents' highest education level	Year	Percentage of students	Average proficiency	Percentage of students	Average proficiency	Percentage of students	Average proficiency
Less than high school graduate	1971	[1]10	189	[1]16	238	[1]20	261
	1975	[1]10	190	[1,2]14	239	[1,2]16	263
	1980	[1,2]7	194	[1,2]10	239	[1,2]13	262
	1984	[1,2]6	[2]195	[2]9	240	[1,2]12	[2]269
	1988	[2]5	193	[2]8	[1,2]247	[2]9	267
	1990	[2]5	193	[2]8	241	[2]9	270
	1992	[2]5	195	[2]6	239	[2]8	271
	1994	[2]4	189	[2]7	237	[2]7	268
	1996	[2]4	197	[2]5	241	[2]7	267
High school graduate	1971	[1]22	208	32	256	[1]31	[1]283
	1975	[1]24	211	33	255	[1]34	281
	1980	[1,2]25	[2]213	31	254	[1]32	[2]278
	1984	[1,2]20	209	[1,2]36	253	[1,2]35	281
	1988	[2]16	211	31	253	30	282
	1990	[2]17	209	31	[1,2]251	30	[1]283
	1992	[2]16	207	28	252	28	281
	1994	[2]16	207	[2]27	[2]251	[2]27	[2]276
	1996	[2]15	207	29	252	[2]27	[2]273
Some education after high school	1971	[1]33	224	[1]38	270	[1]42	302
	1975	[1]34	222	[1]40	270	[1,2]46	301
	1980	[1,2]40	[1]226	[1,2]49	271	[1,2]51	299
	1984	[1,2]37	223	[1,2]46	268	[1,2]50	301
	1988	[2]45	220	[2]52	[2]265	[2]58	300
	1990	[2]42	[2]218	[1,2]50	267	[2]58	300
	1992	[2]45	220	[2]57	270	[2]61	299
	1994	[2]46	221	[2]57	269	[2]62	299
	1996	[2]45	220	[2]56	270	[2]63	297

[1] Statistically significant difference from 1996.

[2] Statistically significant difference from 1971.

NOTE: "Percentage of students" represents the percentage of all students from each subgroup. Not shown are about one-third of students at age 9, 10 percent at age 13, and 3 percent at age 17 who did not know their parents' highest education level.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *NAEP 1996 Trends in Academic Progress*, 1997.

Table 16-5 Average reading proficiency, by age and number of types of reading materials in the home: 1971 and 1996

		Age 9		Age 13		Age 17	
Number of types of reading materials in the home	Year	Percentage of students	Average proficiency	Percentage of students	Average proficiency	Percentage of students	Average proficiency
0–2	1971	*28	*186	*17	*227	*11	*246
	1996	35	199	22	240	18	266
3	1971	33	*208	*25	*249	*22	*274
	1996	35	215	32	257	28	285
4	1971	*39	223	*58	267	*67	296
	1996	30	226	46	271	53	295

* Statistically significant difference from 1996.

NOTE: Students were asked whether they had access to each of four types of reading material: newspapers, magazines, books and encyclopedias.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *NAEP 1996 Trends in Academic Progress*, 1997.

Note to Indicator 16: NAEP Cohorts

Long-term trend

Three of the NAEP assessments, reading, mathematics, and science, report trends in the progress of students by age. Proficiencies are reported for those students ages 9, 13, and 17. The modal grades for students at these ages are 4th, 8th, and 11th grade. The fourth assessment, writing, is given to students in grades 4, 8, and 11, regardless of their age. In all four subjects, it would appear that the time span between the youngest and middle age/grade is greater than between the middle and oldest group. However, the way age is defined (on a calendar or fiscal year basis) and the time at which each age/grade is assessed (fall, winter, or spring) results in the same length of time (or years of schooling) between the three age/grade groups. A discussion of this methodology follows.

Age is determined on a calendar year basis for 9- and 13-year-olds, but on a fiscal year basis for 17-year-olds. In other words, the reading, mathematics, and science scores in 1994 represent students born in 1984 (9-year-olds), students born in 1980 (13-year-olds), and students born between October 1, 1976, and September 30, 1977 (17-year-olds). The writing scores represent students in grades 4, 8, or 11 at the time of the assessment, regardless of age.

In addition to different age definitions, the time of the school year when the assessment is administered varies across age levels: 9-year-olds/4th-graders are tested in the winter; 13-year-olds/8th-graders are tested in the fall; and 17-year-olds/11th-graders are tested in the spring on each of the assessments. Since 9-year-olds are tested between January and February of the year in which they turn 10, and 13-year-olds are tested between October and December of the year in which they turn 13, the 13-year-olds have had almost 3 3/4 more years of schooling than the 9-year-olds. Likewise, since 17-year-olds are tested between March and May, they are between 16 1/2 and 17 1/2 at the time of the assessment (the difference is due to age being determined on a fiscal year basis); thus, they have had about 3 3/4 more years of exposure to school than 13-year-olds.

These different means of determining a student's age and the various testing times have been adopted in order to measure a uniform period of growth among the three age/grade groups. Comparing age/grade cohorts over time can be more problematic, however. Nine-year-olds in 1990 generally represent the same age cohort as 13-year-olds in 1994—two points in time not quite 4 years apart. However, the 17-year-olds tested in 1994 were generally younger than the 1990 13-year-old age cohort was in 1994. Therefore, care must be taken when examining student cohorts across assessments in different years.

Short-term trend

Although *Indicator 18* (Trends in the mathematics proficiency of 9-, 13-, and 17-year-olds) focused primarily on the trend data described above, supplemental data from the *NAEP 1996 Mathematics Report Card* were also included. These more recent data allow for trend comparisons just over the short term, since only the scores from the 1990, 1992, and 1996 surveys are comparable. These data were based on a separate survey instrument than those from the long-term trend data and were given to different students. The short-term trend assessment was designed using a framework influenced by the National Council for Teachers of Mathematics (NCTM) Curriculum and Evaluation Standards for School Mathematics. The long-term trend assessment has remained unchanged since its original design in 1973 and can be used to make comparisons in the performance of students over the past 21 years. One important difference of the short-term trend data is that 4th-, 8th-, and 12th-graders were assessed rather than 9-, 13-, and 17-year-olds, thus allowing for comparisons across cohorts.

Table 17-1 Explanations of levels of writing proficiency

Level 150:	**Disjointed, unclear writing** Writing at this level tends to be too brief and disjointed to be considered a response to the task or, when longer, so vague and unclear that it is hard to understand.
Level 200:	**Incomplete, vague writing** The writing at this level, although clearer and more detailed than at the previous level, still tends to be vague and incomplete.
Level 250:	**Beginning focused, clear writing** Writing at this level tends to be more focused and clear, containing enough development and detail so that it is likely to accomplish the assigned task successfully.
Level 300:	**Complete, sufficient writing** Responses at this level tend to be complete and to contain sufficient information to accomplish the basic task.
Level 350:	**Effective, coherent writing** The writing at this level provides clear complete responses to the assigned task. It tends to contain supportive details and discussion that contributed to the effectiveness of the response. This writing is also characterized by an overall unity and coherence not found at the lower levels.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *NAEP 1996 Trends in Academic Progress*, 1997.

Table 17-2 Percentage of students at or above each of five writing proficiency levels: 1984–96

		Year					
Proficiency levels	Grade	1984	1988	1990	1992	1994	1996
Level 150:	4	93	91	89	93	92	93
Disjointed, unclear	8	100	100	[2]100	100	100	100
writing	11	100	100	100	100	100	100
Level 200:	4	54	56	53	58	56	59
Incomplete, vague	8	[1]98	97	[1,2]93	98	96	[2]96
writing	11	100	100	99	100	99	99
Level 250:	4	10	15	12	13	12	13
Beginning focused,	8	72	67	[1,2]57	[1]75	67	[2]66
clear writing	11	[1]89	[1]93	[2]84	87	[2]85	[2]83
Level 300:	4	1	1	1	1	0	1
Complete, sufficient	8	13	13	[1]12	[1,2]25	17	16
writing	11	39	[1]39	37	36	33	[2]31
Level 350:	4	0	0	0	0	0	0
Effective, coherent	8	[1]0	0	[2]1	[1,2]2	[2]1	1
writing	11	2	[1]1	[1]4	2	3	2

[1] Statistically significant difference from 1996.

[2] Statistically significant difference from 1984.

NOTE: See the supplemental note to *Indicator 16* for further discussion of NAEP assessments. The writing proficiency scale has a range from 0 to 500. See supplemental table 17-1 for detailed explanations of the proficiency levels.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *NAEP 1996 Trends in Academic Progress*, 1997.

Table 17-3 Percentile distribution of writing proficiency scores, by grade and race/ethnicity: 1984–96

	Grade 4						Grade 8						Grade 11					
Percentile	1984	1988	1990	1992	1994	1996	1984	1988	1990	1992	1994	1996	1984	1988	1990	1992	1994	1996
							All students											
5	144	135	131	142	140	142	216	209	195	214	204	202	236	244	227	233	227	225
10	157	151	147	157	155	158	227	222	208	227	218	216	249	255	240	246	240	238
25	179	177	174	182	180	182	247	242	231	250	242	240	269	273	262	266	262	260
50	204	207	203	208	206	209	268	264	257	275	266	264	291	292	288	288	285	283
75	229	235	231	233	232	234	288	286	282	300	290	288	312	311	312	310	308	307
90	250	259	255	256	253	255	304	305	304	320	311	310	330	326	334	328	328	327
95	263	274	268	269	266	268	313	316	318	332	323	322	340	335	347	338	340	339
							White											
5	155	151	146	159	156	159	224	216	202	220	214	213	249	252	235	244	237	234
10	167	165	162	172	170	171	235	229	215	234	228	227	260	263	247	256	248	247
25	188	189	186	194	192	192	253	248	237	256	250	249	277	279	269	275	269	266
50	211	216	211	217	215	217	273	270	262	280	273	272	298	297	294	295	291	289
75	233	242	237	240	238	240	291	290	287	304	295	294	316	314	317	314	313	311
90	255	265	260	261	258	260	306	309	308	324	315	314	333	329	338	331	333	331
95	266	278	272	273	270	272	315	319	322	335	327	326	343	338	350	341	344	343
							Black											
5	124	109	105	117	114	122	201	194	182	200	190	184	222	232	213	216	214	213
10	135	122	120	130	127	135	212	205	193	212	201	197	232	243	225	226	226	224
25	160	148	144	152	150	155	228	226	216	232	222	218	252	258	245	245	246	245
50	182	173	172	176	173	182	248	247	240	257	245	243	270	276	268	264	267	267
75	205	200	198	198	196	206	265	266	263	282	268	265	290	294	291	283	289	289
90	228	224	223	218	217	229	281	285	284	306	288	285	309	309	311	300	309	310
95	240	238	239	229	231	242	292	296	297	319	300	297	318	318	324	309	320	324
							Hispanic											
5	130	125	120	132	131	126	197	199	187	203	192	187	208	228	217	220	212	213
10	141	139	135	144	143	141	207	210	199	219	204	202	216	236	232	234	224	224
25	162	163	159	166	164	166	225	230	220	242	227	223	238	256	253	252	250	245
50	188	191	184	189	188	192	247	251	246	265	252	246	260	274	275	275	273	268
75	214	218	210	213	213	216	268	271	270	288	276	270	281	294	301	294	294	291
90	234	241	234	234	234	237	286	290	292	310	298	291	297	309	324	314	313	312
95	247	256	248	247	245	250	298	301	305	324	308	303	306	316	338	324	327	326

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *NAEP 1996 Trends in Academic Progress*, 1997.

Table 17-4 Average writing proficiency, by grade and parents' highest education level: 1984–96

Parents' highest education level	Year	Grade 4		Grade 8		Grade 11	
		Percentage of students	Average proficiency	Percentage of students	Average proficiency	Percentage of students	Average proficiency
Less than high school graduate	1984	[1]7	179	[1]10	258	[1]11	274
	1988	5	194	9	254	8	276
	1990	6	186	8	246	9	268
	1992	[2]5	191	[2]7	258	8	271
	1994	[2]4	188	[2]7	250	8	269
	1996	[2]4	190	[2]7	245	[2]7	260
High school graduate	1984	[1]21	[1]192	[1]35	261	[1]35	284
	1988	18	199	32	258	[1]30	285
	1990	18	197	[1]33	[2]253	30	278
	1992	[2]17	202	[2]29	[1,2]268	[2]27	278
	1994	[2]16	202	[2]27	259	[2]26	279
	1996	[2]16	[2]203	[2]29	258	[2]26	275
Some education after high school	1984	5	208	[1]10	271	[1]15	[1]298
	1988	5	211	11	275	18	[1]296
	1990	5	214	12	267	[2]19	292
	1992	6	201	[2]12	280	[2]20	292
	1994	5	212	[2]12	270	[2]20	[2]286
	1996	5	205	11	270	[2]19	[2]287
College graduate	1984	[1]33	218	[1]36	278	[1]36	[1]300
	1988	[2]41	212	41	[2]271	41	[1]299
	1990	[2]40	[2]209	[1]38	[1,2]265	41	298
	1992	[2]42	214	[2]44	[1]284	[2]43	296
	1994	[2]43	212	[2]46	275	[2]44	[2]293
	1996	[2]43	214	[2]45	274	[2]46	[2]291

[1] Statistically significant difference from 1996.

[2] Statistically significant difference from 1984.

NOTE: "Percentage of students" represents the percentage of all students from each subgroup. Not shown are about one-third of students at age 9 and smaller percentages at ages 13 and 17 who did not know their parents' highest education level.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress. *NAEP 1996 Trends in Academic Progress*, 1997.

Table 18-1 Explanations of levels of mathematics proficiency

Level 150:	**Simple arithmetic facts** Students at this level know some basic addition and subtraction facts, and most can add two-digit numbers without regrouping. They recognize simple situations in which addition and subtraction apply. They also are developing rudimentary classification skills.
Level 200:	**Beginning skills and understanding** Students at this level have considerable understanding of two-digit numbers. The can add two-digit numbers, but are still developing an ability to regroup in subtraction. They know some basic multiplication and division facts, recognize relations among coins, can read information from charts and graphs, and can use simple measurement instruments. They are developing some reasoning skills.
Level 250:	**Numerical operations and beginning problem solving** Students at this level have an initial understanding of the four basic operations. They are able to apply whole number addition and subtraction skills to one-step word problems and money situations. In multiplication, they can find the product of a two-digit and a one-digit number. They can also compare information from graphs and charts, and are developing an ability to analyze simple logical relations.
Level 300:	**Moderately complex procedures and reasoning** Students at this level are developing an understanding of number systems. They can compute with decimals, simple fractions, and commonly encountered percents. They can identify geometric figures, measure lengths and angles, and calculate areas of rectangles. These students are also able to interpret simple inequalities, evaluate formulas, and solve simple linear equations. They can find averages, make decisions on information drawn from graphs, and use logical reasoning to solve problems. They are developing the skills to operate with signed numbers, exponents, and square roots.
Level 350:	**Multi-step problem solving and algebra** Students at this level can apply a range of reasoning skills to solve multi-step problems. They can solve routine problems involving fractions and percents, recognize properties of basic geometric figures, and work with exponents and square roots. They can solve a variety of two-step problems using variables, identify equivalent algebraic expressions, and solve linear equations and inequalities. They are developing an understanding of functions and coordinate systems.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *NAEP 1996 Trends in Academic Progress*, 1997.

Table 18-2 Average mathematics scale scores, by grade: 1990–96

Grade	1990	1992	1996
4	213	[1]220	[1,2]224
8	263	[1]268	[1,2]272
12	294	[1]299	[1,2]304

[1] Statistically significant difference from 1990.

[2] Statistically significant difference from 1992.

NOTE: See the supplemental note to *Indicator 16* for further discussion of the NAEP assessments.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *NAEP 1996 Mathematics Report Card for the Nation and the States: Findings from the National Assessment of Educational Progress*, 1997.

Table 18-3 Average mathematics scale scores of public school fourth- and eighth-graders, and change in scores from 1992 and from 1990, by grade and state: 1996

	Grade 4		Grade 8		
State or jurisdiction	Average scale score	Change from 1992 average scale score	Average scale score	Change from 1992 average scale score	Change from 1990 average scale score
National average	**222**	**[2]4**	**271**	**5**	**8**
Alabama	212	3	257	4	4
Alaska[1]	224	—	278	—	—
Arizona[1]	218	2	268	3	[3]8
Arkansas	216	[2]6	262	[2]5	[3]5
California	209	1	263	2	[3]6
Colorado	226	[2]5	276	3	[3]8
Connecticut	232	[2]5	280	[2]6	[3]10
Delaware	215	[2]-3	267	[2]4	[3]6
District of Columbia	187	[2]-5	233	-2	1
Florida	216	2	264	4	[3]8
Georgia	215	0	262	3	4
Hawaii	215	1	262	[2]5	[3]11
Indiana	229	[2]8	276	[2]5	[3]8
Iowa[1]	229	-1	284	1	[3]6
Kentucky	220	[2]5	267	[2]4	[3]9
Louisiana	209	[2]5	252	2	[3]6
Maine	232	1	284	[2]5	—
Maryland	221	3	270	5	[3]9
Massachusetts	229	2	278	5	—
Michigan[1]	226	[2]6	277	[2]10	[3]12
Minnesota	232	[2]4	284	2	[3]9
Mississippi	208	[2]7	250	4	—
Missouri	225	3	273	2	—
Montana[1]	228	—	283	—	3
Nebraska	228	2	283	[2]5	[3]7
Nevada[1]	218	—	—	—	—
New Jersey[1]	227	0	—	—	—
New Mexico	214	1	262	2	[3]6
New York[1]	223	[2]4	270	4	[3]9
North Carolina	224	[2]11	268	[2]9	[3]17
North Dakota	231	2	284	1	3
Oregon	223	—	276	—	[3]5
Pennsylvania[1]	226	2	—	—	—
Rhode Island	220	[2]5	269	[2]3	[3]9

Table 18-3 Average mathematics scale scores of public school fourth- and eighth-graders, and change in scores from 1992 and from 1990, by grade and state: 1996—Continued

	Grade 4		Grade 8		
State or jurisdiction	Average scale score	Change from 1992 average scale score	Average scale score	Change from 1992 average scale score	Change from 1990 average scale score
South Carolina[1]	213	1	261	0	—
Tennessee	219	[2]8	263	4	—
Texas	229	[2]11	270	[2]6	[3]12
Utah	227	2	277	2	—
Vermont[1]	225	—	279	—	—
Virginia	223	2	270	2	[3]5
Washington	225	—	276	—	—
West Virginia	223	[2]8	265	[2]6	[3]9
Wisconsin	231	3	283	5	[3]8
Wyoming	223	-2	275	0	[3]3

— Not available. State did not participate in the assessment for one or more years.

[1] State did not satisfy one or more of the guidelines for school participation rates in 1996.

[2] Change between 1992 and 1996 is statistically significant.

[3] Change between 1990 and 1996 is statistically significant.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *NAEP 1996 Mathematics Report Card for the Nation and the States: Findings from the National Assessment of Educational Progress*, 1997.

Table 18-4 Percentage of students scoring at or above five levels of mathematics proficiency: 1978–96

		Year						
Proficiency levels	Age	1978	1982	1986	1990	1992	1994	1996
Level 150:	9	[1]97	[1]97	[1,2]98	[2]99	[2]99	[2]99	[2]99
Simple arithmetic	13	100	100	100	100	100	100	100
facts	17	100	100	100	100	100	100	100
Level 200:	9	[1]70	[1]71	[1]74	[2]82	[2]81	[2]82	[2]82
Beginning skills and	13	[1]95	[2]98	[2]99	[2]99	[2]99	[2]99	[2]99
understanding	17	100	100	100	100	100	100	100
Level 250:	9	[1]20	[1]19	21	[2]28	[2]28	[2]30	[2]30
Numerical operations and	13	[1]65	[1,2]71	[2]73	[2]75	[2]78	[2]78	[2]79
beginning problem solving	17	[1]92	[1]93	[2]96	[2]96	[2]97	[2]97	[2]97
Level 300:	9	[2]1	[2]1	1	1	1	1	[2]2
Moderately complex	13	18	17	[1]16	17	19	21	21
procedures and reasoning	17	[1]52	[1]49	[1]52	56	[2]59	[2]59	[2]60
Level 350:	9	0	0	0	0	0	0	0
Multi-step problem	13	1	1	[2]0	[2]0	0	1	1
solving and algebra	17	7	[2]6	7	7	7	7	7

[1] Statistically significant difference from 1996.

[2] Statistically significant difference from 1978.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *NAEP 1996 Trends in Academic Progress*, 1997.

Table 18-5 Percentile distribution of mathematics proficiency scores, by age, and race/ethnicity: 1978–96

Per-	Age 9							Age 13							Age 17						
centile	1978	1982	1986	1990	1992	1994	1996	1978	1982	1986	1990	1992	1994	1996	1978	1982	1986	1990	1992	1994	1996
All students																					
5	157	159	163	173	172	174	174	198	212	218	218	221	220	221	241	245	252	253	256	256	256
10	171	173	177	186	185	187	187	213	225	230	230	233	233	233	254	256	263	264	267	267	267
25	195	196	199	208	208	209	208	238	246	248	250	253	253	254	276	276	281	283	286	286	286
50	220	220	223	231	231	233	232	265	270	269	271	274	276	275	301	299	301	305	308	306	308
75	244	243	246	252	253	255	254	291	292	290	292	294	297	296	325	322	323	327	328	327	329
90	264	263	264	271	271	272	274	313	311	309	310	312	315	314	345	341	343	345	345	346	346
95	276	274	276	282	282	283	285	327	322	321	320	323	326	325	356	351	354	356	355	356	355
White																					
5	166	168	171	182	182	182	182	212	223	226	228	231	231	233	252	253	261	260	264	265	266
10	179	181	184	194	194	195	195	226	234	236	239	242	243	244	263	264	270	270	274	275	276
25	201	202	205	215	215	217	215	248	254	254	257	260	262	262	284	282	287	289	293	293	294
50	225	225	228	236	236	238	238	272	275	273	277	279	282	281	307	304	307	310	313	312	315
75	248	247	250	256	256	259	260	296	296	293	296	298	301	300	329	325	328	330	332	332	333
90	267	265	267	274	274	275	278	317	314	312	313	315	318	318	347	343	346	347	348	349	349
95	278	276	278	285	284	286	289	330	325	323	323	325	329	328	358	353	356	357	357	359	358
Black																					
5	134	137	146	156	155	160	158	170	189	202	202	200	202	204	217	225	237	245	238	241	241
10	147	150	158	167	166	171	171	184	200	213	212	212	213	214	228	234	244	254	249	251	251
25	169	172	180	186	186	191	190	206	219	231	230	231	231	232	246	251	260	269	267	268	268
50	193	197	203	208	209	213	213	229	241	249	249	251	251	253	268	271	279	287	287	286	286
75	216	218	224	231	230	234	234	254	261	267	268	271	271	272	290	291	296	307	304	303	306
90	236	237	241	249	249	252	250	276	280	284	285	286	292	289	310	311	312	326	321	317	322
95	248	248	251	259	259	262	260	288	291	296	296	297	304	300	321	321	325	338	331	326	333
Hispanic																					
5	144	148	155	162	159	159	164	180	202	206	206	212	209	204	224	232	236	229	248	244	243
10	156	161	164	173	169	170	173	192	214	216	216	224	219	217	234	241	248	242	258	254	254
25	179	181	185	193	190	190	192	214	231	236	234	241	238	236	253	256	265	264	273	271	272
50	204	205	206	216	212	211	215	237	252	254	255	259	256	256	275	275	283	282	292	290	293
75	227	226	226	235	234	230	237	262	274	274	275	279	274	277	298	297	301	304	311	311	312
90	250	246	245	252	253	249	256	284	293	292	292	295	293	293	320	315	319	325	328	329	330
95	260	257	254	262	263	259	266	296	304	301	303	304	304	305	332	327	329	336	336	338	341

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *NAEP 1996 Trends in Academic Progress*, 1997.

Table 18-6 Average mathematics proficiency, by age and parents' highest education level: 1978–96

Parents' highest education level	Year	Age 9		Age 13		Age 17	
		Percentage of students	Average proficiency	Percentage of students	Average proficiency	Percentage of students	Average proficiency
Less than high school graduate	1978	[1]8	[1]200	[1]12	[1]245	[1]13	280
	1982	[1]8	[1]199	[1]11	[2]251	[1]14	279
	1986	[2]4	201	[2]8	[2]252	[2]8	279
	1990	[2]5	[2]210	[2]8	[2]253	[2]8	285
	1992	[2]4	[2]217	[2]6	[2]256	[2]8	286
	1994	[2]4	[2]210	[2]6	[2]255	[2]7	284
	1996	[2]4	[2]220	[2]6	[2]254	[2]6	281
High school graduate	1978	[1]23	[1]219	[1]33	263	[1]33	294
	1982	[1]25	[1]218	[1]34	263	[1]33	293
	1986	[2]16	[1]218	[1]31	263	[1,2]28	293
	1990	[2]16	[2]226	[1,2]27	263	[1,2]26	294
	1992	[2]14	222	[2]23	263	[2]21	298
	1994	[2]14	[2]225	[2]23	266	[2]22	295
	1996	[2]13	221	[2]23	267	[2]21	297
Some education after high school	1978	[1]9	230	[1]14	[1]273	[1]16	305
	1982	[1]9	[1]225	[1]14	275	[1]18	304
	1986	[2]7	[1]229	16	274	[2]24	305
	1990	7	236	[2]17	[2]277	[2]24	308
	1992	8	[2]237	[2]18	[2]278	[2]25	308
	1994	[2]7	[2]239	[2]17	277	[2]24	305
	1996	[2]7	238	[2]17	278	[2]24	307
College graduate	1978	[1]24	[1]231	[1]26	284	[1]32	317
	1982	[1,2]30	[1]229	[1,2]32	282	[1]32	[1,2]312
	1986	[2]38	[1]231	[1,2]38	[1]280	[1,2]37	314
	1990	[2]40	[2]238	[1,2]41	[1]280	[1,2]39	316
	1992	[2]42	[2]236	[2]44	283	[2]43	316
	1994	[2]45	[2]238	[2]46	285	[2]44	318
	1996	[2]43	[2]240	[2]45	283	[2]46	317

[1] Statistically significant difference from 1996.

[2] Statistically significant difference from 1978.

NOTE: "Percentage of students" represents the percentage of all students from each subgroup. Not shown are about one-third of students at age 9 and smaller percentages at ages 13 and 17 who did not know their parents' highest education level.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *NAEP 1996 Trends in Academic Progress*, 1997.

Table 19-1 Explanations of levels of science proficiency

Level 150:	**Knows everyday science facts** Students at this level know some general scientific facts of the type that could be learned from everyday experiences. They can read simple graphs, match the distinguishing characteristics of animals, and predict the operation of familiar apparatus that work according to mechanical principles.
Level 200:	**Understands simple scientific principles** Students at this level are developing some understanding of simple scientific principles, particularly in the life sciences. For example, they exhibit some rudimentary knowledge of the structure and function of plants and animals.
Level 250:	**Applies general scientific information** Students at this level can interpret data from simple tables and make inferences about the outcomes of experimental procedures. They exhibit knowledge and understanding of the life sciences, including a familiarity with some aspects of animal behavior and of ecological relationships. These students also demonstrate some knowledge of basic information from the physical sciences.
Level 300:	**Analyzes scientific procedures and data** Students at this level can evaluate the appropriateness of the design of an experiment. They have detailed scientific knowledge, and the skill to apply their knowledge in interpreting more information from text and graphs. These students also exhibit a growing understanding of principles from the physical sciences.
Level 350:	**Integrates specialized scientific information** Students at this level can infer relationships and draw conclusions using detailed scientific knowledge from the physical sciences, particularly chemistry. They also can apply basic principles of genetics and interpret the societal implications of research in this field.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *NAEP 1996 Trends in Academic Progress*, 1997.

Table 19-2 Percentage of students scoring at or above five levels of science proficiency: 1977–96

		Year						
Proficiency level	Age	1977	1982	1986	1990	1992	1994	1996
Level 150:	9	[1]94	95	[1,2]96	[2]97	[2]97	[2]97	[2]97
Knows everyday	13	[1]99	[2]100	[2]100	[2]100	[2]100	[2]100	[2]100
science facts	17	100	100	100	100	[2]100	100	100
Level 200:	9	[1]68	[1]71	[1,2]72	[2]76	[2]78	[2]77	[2]76
Understands simple	13	[1]86	[1,2]90	[2]92	[2]92	[2]93	[2]92	[2]92
scientific principles	17	97	96	97	97	98	97	98
Level 250:	9	[1]26	[1]24	[1]28	[2]31	[2]33	[2]34	[2]32
Applies general	13	[1]49	[1]51	[1]53	[1,2]57	[2]61	[2]60	[2]58
scientific information	17	82	[1,2]77	81	81	83	83	84
Level 300:	9	[1]3	2	3	3	3	4	[2]4
Analyzes scientific	13	11	10	9	11	12	12	12
procedures and data	17	[1]42	[1,2]37	[1]41	43	[2]47	[2]48	[2]49
Level 350:	9	0	0	0	0	0	0	0
Integrates specialized	13	1	0	[2]0	0	[2]0	[2]0	0
scientific information	17	9	[1]7	8	9	10	10	[2]11

[1] Statistically significant difference from 1996.

[2] Statistically significant difference from 1977.

NOTE: See the supplemental note to *Indicator 16* for further discussion of the NAEP assessments.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *NAEP 1996 Trends in Academic Progress*, 1997.

Table 19-3 Percentile distribution of science proficiency scores, by age and race/ethnicity: 1977–96

Percentile	Age 9							Age 13							Age 17						
	1977	1982	1986	1990	1992	1994	1996	1977	1982	1986	1990	1992	1994	1996	1977	1982	1986	1990	1992	1994	1996
All students																					
5	144	151	155	160	163	161	160	174	185	189	191	193	191	191	213	203	212	210	218	212	218
10	161	167	170	176	178	177	174	191	200	203	206	209	207	205	231	222	230	229	234	232	235
25	190	194	196	202	204	203	201	218	224	227	230	235	233	230	261	252	260	260	264	265	266
50	222	221	225	230	232	233	231	249	251	252	256	260	259	258	291	285	290	292	296	297	298
75	251	249	253	257	258	260	259	278	277	277	281	284	283	283	320	315	319	323	327	326	327
90	276	272	277	279	281	282	283	302	299	298	302	303	303	304	346	342	344	348	350	350	352
95	291	286	291	292	294	295	298	317	313	310	315	314	314	317	362	357	360	363	364	363	365
White																					
5	163	167	167	177	178	177	172	191	198	204	209	213	212	208	231	223	228	233	234	238	237
10	178	182	181	190	192	191	187	205	211	216	220	226	225	221	246	239	245	249	251	254	253
25	202	204	206	213	215	215	212	229	233	237	241	246	245	243	270	266	271	273	277	280	281
50	230	229	233	238	240	242	240	256	258	259	265	268	267	267	298	294	299	301	306	308	309
75	257	255	259	262	264	266	266	283	282	282	287	289	289	289	325	321	325	329	333	334	335
90	281	278	282	284	285	287	289	307	303	302	307	307	307	309	350	346	349	352	355	356	357
95	295	291	295	296	298	300	303	321	316	314	319	318	318	321	365	361	364	367	368	369	370
Black																					
5	107	124	133	131	138	138	139	144	160	168	170	162	168	168	172	166	189	182	192	186	191
10	123	137	147	145	152	153	153	158	173	180	182	177	180	181	187	181	202	197	207	202	208
25	147	159	170	170	174	175	176	181	194	198	202	199	198	201	212	206	225	220	230	229	232
50	174	188	196	196	201	202	203	207	217	221	226	224	223	225	240	235	252	252	255	258	259
75	203	214	223	224	226	228	228	235	241	244	249	251	247	251	268	263	280	283	282	285	289
90	229	236	246	247	248	252	251	260	262	264	269	272	272	271	293	289	306	314	308	310	315
95	244	246	260	260	260	263	264	275	275	277	283	286	287	286	310	305	323	329	325	322	328
Hispanic																					
5	125	127	134	146	143	139	143	147	166	171	174	180	175	175	194	178	194	189	197	186	197
10	140	142	148	159	157	152	157	161	179	181	185	193	187	187	208	194	209	204	215	199	212
25	164	162	173	181	179	176	181	186	201	202	206	215	207	208	234	219	232	231	242	226	240
50	191	191	200	206	205	200	208	213	226	226	231	238	231	231	262	248	259	260	273	263	271
75	219	216	226	233	230	227	235	240	249	250	256	261	258	256	290	278	286	293	298	296	298
90	246	236	252	253	254	251	255	266	271	270	280	282	277	280	317	302	310	317	323	321	323
95	261	246	265	267	265	264	268	282	285	283	294	292	290	293	331	321	324	330	339	336	339

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *NAEP 1996 Trends in Academic Progress*, 1998.

Table 19-4 Average science proficiency, by age and parents' highest education level: 1977–96

Parents' highest education level	Year	Age 9		Age 13		Age 17	
		Percentage of students	Average proficiency	Percentage of students	Average proficiency	Percentage of students	Average proficiency
Less than high school graduate	1977	[1]9	[1]199	[1]13	224	[1]15	265
	1982	[1]7	198	[1,2]10	225	[1]13	259
	1986	[2]4	204	[2]8	229	[2]8	258
	1990	[2]5	[2]210	[2]8	[2]233	[2]8	261
	1992	[2]4	[2]217	[2]6	[2]234	[2]8	262
	1994	[2]4	[2]211	[2]6	[2]234	[2]7	256
	1996	[2]4	[2]215	[2]6	232	[2]6	261
High school graduate	1977	[1]27	223	[1]33	245	[1]33	284
	1982	[2]15	218	[2]26	243	[1,2]29	[2]275
	1986	[2]16	220	[1]31	245	[1,2]28	[2]277
	1990	[2]16	226	[1,2]27	247	[1,2]26	[2]276
	1992	[2]14	222	[2]23	246	[2]21	280
	1994	[2]14	225	[2]23	247	[2]22	[2]279
	1996	[2]13	222	[2]23	248	[2]21	282
Some education after high school	1977	7	237	15	260	[1]17	296
	1982	8	229	17	259	[2]22	[1,2]290
	1986	7	236	16	258	[2]24	295
	1990	7	238	17	263	[2]24	297
	1992	8	237	[2]18	[1,2]266	[2]25	296
	1994	7	239	[2]17	260	[2]24	295
	1996	7	242	[2]17	260	[2]24	297
College graduate	1977	[1]23	[1]232	[1]27	266	[1]30	309
	1982	[2]42	[1]231	[1,2]37	264	[1]32	[1,2]300
	1986	[1,2]38	235	[1,2]38	264	[1,2]37	304
	1990	[1,2]40	236	[1,2]41	268	[1,2]39	306
	1992	[2]42	[2]239	[2]44	269	[2]43	308
	1994	[2]45	[2]239	[2]46	269	[2]44	311
	1996	[2]43	[2]240	[2]45	266	[2]46	308

[1] Statistically significant difference from 1996.

[2] Statistically significant difference from 1977.

NOTE: "Percentage of students" represents the percentage of all students from each subgroup. Not shown are approximately one-third of students at age 9 and smaller percentages at ages 13 and 17 who did not know their parents' highest education level.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *NAEP 1996 Trends in Academic Progress*, 1997.

Table 20-1 Average mathematics proficiency scores and percentile distribution of mathematics proficiency scores of eighth-grade students, by country and sex: 1995

	Average score			Percentile distribution				
Country	Total	Boys	Girls	5th	25th	50th	75th	95th
Singapore[1]	643	642	645	499	584	642	704	792
Korea[1]	607	615	598	418	540	609	682	786
Japan[1]	605	609	600	435	536	608	676	771
Hong Kong[1]	588	597	577	415	526	595	659	742
Belgium (Fl)[1]	565	563	567	416	502	566	631	710
Czech Republic[1]	564	569	558	423	496	558	633	725
Slovak Republic[1]	547	549	545	401	483	543	612	700
Switzerland[1]	545	548	543	401	485	549	607	685
Netherlands[1,2]	541	545	536	397	477	543	604	688
Slovenia[1,2]	541	545	537	404	477	535	604	690
Bulgaria[1,2]	540	—	—	378	460	530	621	728
Austria[1,2]	539	544	536	393	474	537	608	693
France[1]	538	542	536	415	484	534	591	666
Hungary[1]	537	537	537	391	471	534	602	693
Russian Federation[1]	535	535	536	388	471	536	600	687
Australia[1,2]	530	527	532	372	460	529	600	690
Canada[1]	527	526	530	389	468	527	587	670
Ireland[1]	527	535	520	381	462	526	594	681
Belgium (Fr)[1,2]	526	530	524	385	467	532	587	658
Israel[2,3]	522	539	509	371	459	523	586	672
Thailand[2,3]	522	517	526	388	462	518	580	669
Sweden[1]	519	520	518	384	460	515	579	661
Germany[2,3]	509	512	509	368	448	506	572	661
New Zealand[3]	508	512	503	366	443	503	570	663
England[3]	506	508	504	361	443	501	570	665
Norway[3]	503	505	501	372	445	499	560	649
Denmark[2,3]	502	511	494	369	443	500	561	641
United States	500	502	497	356	435	494	563	653
Scotland[2,3]	498	506	490	364	436	493	559	649
Latvia (LSS)[3,4]	493	496	491	375	435	487	550	638
Iceland[3]	487	488	486	365	435	481	540	615
Spain[3]	487	492	483	376	436	481	536	616
Greece[2,3]	484	490	478	347	422	478	546	633
Romania[2,3]	482	483	480	343	418	476	544	635
Lithuania[5]	477	477	478	348	422	473	533	616
Cyprus[5]	474	472	475	333	412	469	535	621
Portugal[5]	454	460	449	357	411	449	495	569
Iran, Islamic Republic[5]	428	434	421	336	388	424	466	535
Kuwait[2,5]	392	—	—	302	355	389	427	493
Colombia[2,5]	385	386	384	292	343	379	421	496
South Africa[2,5]	354	360	349	259	313	347	386	484

— Not available.

[1] Nations with average sores significantly higher than the United States.

[2] Did not meet international sampling or other guidelines for the eighth grade.

[3] Nations with average scores not significantly different from the United States.

[4] Because coverage falls below 65 percent, Latvia is designated LSS for Latvian-Speaking Schools only.

[5] Nations with average scores significantly lower than the United States.

NOTE: See the supplemental note to this indicator for further explanation on countries which complied or did not comply with various data collection and sampling guidelines.

SOURCE: International Association for the Evaluation of Educational Achievement, TIMSS International Study Center, *Mathematics Achievement in the Middle School Years, IEA's Third International Mathematics and Science Study*, 1996, tables 1.1, 1.6, and E.1.

Table 20-2 Average science proficiency scores and percentile distribution of science proficiency scores of eighth-grade students, by country and sex: 1995

Country	Average score			Percentile distribution				
	Total	Boys	Girls	5th	25th	50th	75th	95th
Singapore[1]	607	612	603	457	541	603	674	768
Czech Republic[1]	574	586	562	438	513	570	634	716
Japan[1]	571	579	562	421	514	573	632	715
Bulgaria[1,2]	565	—	—	386	488	560	641	747
Korea[1]	565	576	551	408	504	564	629	719
Netherlands[1,2]	560	570	550	419	505	561	619	701
Slovenia[1,2]	560	573	548	421	501	556	620	709
Austria[1,2]	558	566	549	395	499	558	623	721
Hungary[1]	554	563	545	408	497	552	616	703
England[3]	552	562	542	380	484	549	625	727
Belgium (Fl)[3]	550	558	543	416	499	548	609	680
Australia[2,3]	545	550	540	371	475	545	619	720
Slovak Republic[3]	544	552	537	396	484	543	607	696
Ireland[3]	538	544	532	383	471	536	605	694
Russian Federation[3]	538	544	533	386	474	535	606	697
Sweden[3]	535	543	528	386	476	533	598	686
United States	534	539	530	359	465	537	608	705
Canada[3]	531	537	525	380	472	529	594	685
Germany[2,3]	531	542	524	362	463	535	602	691
Norway[3]	527	534	520	385	470	526	588	671
New Zealand[3]	525	538	512	364	458	524	594	692
Thailand[2,3]	525	524	526	409	479	525	575	646
Israel[2,3]	524	545	512	356	460	526	591	694
Hong Kong[3]	522	535	507	376	467	524	583	669
Switzerland[3]	522	529	514	371	460	524	587	669
Scotland[2,3]	517	527	507	357	451	513	584	686
Spain[4]	517	526	508	393	465	514	571	649
France[4]	498	506	490	374	446	498	553	623
Greece[2,4]	497	505	489	363	439	495	557	643
Iceland[4]	494	501	486	363	442	491	555	623
Romania[2,4]	486	492	480	321	420	484	556	653
Latvia (LSS)[4,5]	485	492	478	353	432	482	540	625
Portugal[4]	480	490	468	362	429	477	531	602
Denmark[2,4]	478	494	463	334	423	477	541	615
Lithuania[4]	476	484	470	346	421	476	533	613
Belgium (Fr)[2,4]	471	479	463	332	415	472	532	609
Iran, Islamic Republic[4]	470	477	461	355	422	467	520	592
Cyprus[4]	463	461	465	316	403	462	526	605
Kuwait[2,4]	430	—	—	316	380	427	484	551
Colombia[2,4]	411	418	405	291	358	410	467	533
South Africa[2,4]	326	337	315	185	261	313	376	526

— Not available.

[1] Nations with average sores significantly higher than the United States.

[2] Did not meet international sampling or other guidelines for the eighth grade.

[3] Nations with average scores not significantly different from the United States.

[4] Nations with average scores significantly lower than the United States.

[5] Because coverage falls below 65 percent, Latvia is designated LSS for Latvian-Speaking Schools only.

NOTE: See the supplemental note to this indicator for further explanation on countries which complied or did not comply with various data collection and sampling guidelines.

SOURCE: International Association for the Evaluation of Educational Achievement, TIMSS International Study Center, *Science Achievement in the Middle School Years, IEA's Third International Mathematics and Science Study*, 1996, tables 1.1, 1.6, and E.1.

Table 20-3 Average mathematics proficiency scores and percentile distribution of mathematics proficiency scores of fourth-grade students, by country and sex: 1996

Country	Average score			Percentile distribution				
	Total	Boys	Girls	5th	25th	50th	75th	95th
Singapore[1]	625	620	630	436	561	631	697	788
Korea[1]	611	618	603	489	565	613	661	727
Japan[1]	597	601	593	458	545	597	653	726
Hong Kong[1]	587	586	587	450	536	590	640	710
Netherlands[1,2]	577	585	569	462	528	575	625	690
Czech Republic[1]	567	568	566	427	509	566	626	711
Austria[1,2]	559	563	555	420	508	560	613	687
Slovenia[2,3]	552	551	554	419	497	552	609	690
Ireland[3]	550	548	551	401	495	553	610	687
Hungary[2,3]	548	552	546	404	488	548	607	695
Australia[2,3]	546	547	545	394	486	546	608	696
United States	545	545	544	398	488	548	603	682
Canada[3]	532	534	531	394	477	533	588	670
Israel[2,3]	531	537	528	392	477	531	590	665
Latvia (LSS)[2,4,5]	525	521	530	392	465	522	582	664
Scotland[5]	520	520	520	373	460	520	581	667
England[5]	513	515	510	366	452	509	569	672
Norway[5]	502	504	499	376	454	506	550	623
Cyprus[5]	502	506	499	362	440	503	563	645
New Zealand[5]	499	494	504	350	440	500	560	641
Greece[5]	492	491	493	341	435	492	553	637
Thailand[2,5]	490	485	496	375	444	492	538	603
Portugal[5]	475	478	473	340	424	476	531	605
Iceland[5]	474	474	473	359	424	471	519	595
Iran, Islamic Republic[5]	429	433	424	320	382	425	472	546
Kuwait[2,5]	400	—	—	295	356	399	444	513

— Not available.

[1] Nations with average sores significantly higher than the United States.

[2] Did not meet international sampling or other guidelines for the fourth grade.

[3] Nations with average scores not significantly different from the United States.

[4] Because coverage falls below 65 percent, Latvia is designated LSS for Latvian-Speaking Schools only.

[5] Nations with average scores significantly lower than the United States.

NOTE: See the supplemental note to this indicator for further explanation on countries which complied or did not comply with various data collection and sampling guidelines.

SOURCE: International Association for the Evaluation of Educational Achievement, TIMSS International Study Center, *Mathematics Achievement in the Primary School Years, IEA's Third International Mathematics and Science Study*, 1997, tables 1.1, 1.6, and C.1.

Table 20-4 Average science proficiency scores and percentile distribution of science proficiency scores of fourth-grade students, by country and sex: 1996

Country	Average score			Percentile distribution				
	Total	Boys	Girls	5th	25th	50th	75th	95th
Korea[1]	597	604	590	481	554	600	643	704
Japan[2]	574	580	567	453	527	576	624	687
United States	565	571	560	397	505	573	633	711
Austria[2,3]	565	572	556	429	513	568	619	692
Australia[2,3]	562	569	556	403	502	568	626	707
Netherlands[2,3]	557	570	544	448	514	556	602	661
Czech Republic[2,3]	557	565	548	425	502	556	610	689
England[4]	551	555	548	388	489	553	615	708
Canada[4]	549	553	545	409	493	552	607	691
Singapore[4]	547	549	545	377	486	551	612	700
Slovenia[3,4]	546	548	544	419	497	547	598	668
Ireland[4]	539	543	536	388	487	544	596	674
Scotland[4]	536	538	533	376	472	540	598	687
Hong Kong[4]	533	540	526	401	483	536	585	657
Hungary[3,4]	532	539	525	396	478	535	586	660
New Zealand[4]	531	527	535	364	471	534	598	683
Norway[4]	530	534	526	387	476	534	592	663
Latvia (LSS)[3,4,5]	512	512	513	378	457	510	563	649
Israel[3,4]	505	512	501	366	446	506	564	646
Iceland[4]	505	514	496	360	447	507	564	632
Greece[4]	497	501	494	354	448	501	552	627
Portugal[4]	480	481	478	331	427	485	535	610
Cyprus[4]	475	480	471	348	427	476	528	595
Thailand[3,4]	473	471	474	353	424	474	520	589
Iran, Islamic Republic[4]	416	421	412	295	365	415	467	539
Kuwait[3,4]	401	—	—	260	345	401	458	541

— Not available.

[1] Nations with average sores significantly higher than the United States.

[2] Nations with average scores not significantly different from the United States.

[3] Did not meet international sampling or other guidelines for the fourth grade.

[4] Nations with average scores significantly lower than the United States.

[5] Because coverage falls below 65 percent, Latvia is designated LSS for Latvian-Speaking Schools only.

NOTE: See the supplemental note to this indicator for further explanation on countries which complied or did not comply with various data collection and sampling guidelines.

SOURCE: International Association for the Evaluation of Educational Achievement, TIMSS International Study Center, *Science Achievement in the Primary School Years, IEA's Third International Mathematics and Science Study*, 1997, tables 1.1, 1.6, and C.1.

Table 20-5 Average mathematics and science proficiency scores of twelfth-grade students, by country and sex: 1995

Country	Average mathematics score			Average science score		
	Total	Boys	Girls	Total	Boys	Girls
Australia[1]	[2]522	540	510	[2]527	547	513
Austria[1]	[2]518	545	503	[2]520	554	501
Canada[1]	[2]519	537	504	[2]532	550	518
Cyprus[1]	[3]446	454	439	[3]448	459	439
Czech Republic	[4]466	488	443	[4]487	512	460
Denmark[1]	[2]547	575	523	[2]509	532	490
France[1]	[2]523	544	506	[4]487	508	468
Germany[1]	[2]495	509	480	[4]497	514	478
Hungary	[2]483	485	481	[4]471	484	455
Iceland[1]	[2]534	558	514	[2]549	572	530
Italy[1]	[4]476	490	464	[4]475	495	458
Lithuania[1]	[4]469	485	461	[4]461	481	450
Netherlands[1]	[2]560	585	533	[2]558	582	532
New Zealand	[2]522	536	507	[2]529	543	515
Norway[1]	[2]528	555	501	[2]544	574	513
Russian Federation[1]	[4]471	488	460	[4]481	510	463
Slovenia[1]	[2]512	535	490	[2]517	541	494
South Africa[1]	[3]356	365	348	[3]349	367	333
Sweden	[2]552	573	531	[2]559	585	534
Switzerland	[2]540	555	522	[2]523	540	500
United States[1]	461	466	456	480	492	469

[1] Did not meet international sampling or other guidelines for the twelfth grade.

[2] Nations with average sores significantly higher than the United States.

[3] Nations with average scores significantly lower than the United States.

[4] Nations with average scores not significantly different from the United States.

NOTE: Students in their last year of secondary school were assessed in whichever grade was in each country. In most countries, the twelfth grade is the last year of secondary school, but in many countries (unlike the U.S), the last year of secondary school may be a lower or higher grade. See the supplemental note to this indicator for further explanation on countries that complied or did not comply with various data collection and sampling guidelines.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Pursuing Excellence: A Study of U.S. Twelfth-Grade Mathematics and Science Achievement in International Context*, 1998.

Note to Indicator 20: Data collection and sampling guidelines for the TIMSS

Indicators 3, 20, 37, and *38* all include data from the Third International Mathematics and Science Study (TIMSS), which tested and collected data for more than half a million students at five grade levels, encompassing three separate populations. The indicators in this publication used data from *Population 1* and *Population 2* as defined below:

- *Population 1*: Students enrolled in the two adjacent grades that contained the largest proportion of 9-year-old students at the time of testing (third- and fourth-grade students in most countries).
- *Population 2*: Students enrolled in the two adjacent grades that contained the largest proportion of 13-year-old students at the time of testing (seventh- and eighth-grade students in most countries).
- *Population 3*: Students enrolled in the final year of secondary school, regardless of their type of school or program, so that within the same country students in different grades participated in TIMSS. Across all the countries, students as low as grade 10 and as high as grade 14 participated (in all but one country, 12th-graders constituted part or all of the student sample). General knowledge assessments were administered to a sample of all students and results from those assessments are presented in *Indicator 20*. (Separate assessments in physics and advanced mathematics were given to students who had taken or were taking physics and advanced mathematics, respectively, but those results are not shown here. See *Pursuing Excellence: A Study of Twelfth-Grade Mathematics and Science Achievement in International Context*).

All countries participating in the study were required to administer tests to the students in the two grades at *Population 2*, but could choose whether or not to participate in the tests of other populations. Over forty countries participated in the survey, of which 14 participated in *Populations 1, 2,* and *3*.

Additional countries were either unable to complete the steps necessary for data to appear in the TIMSS report, chose not to release their results in the report, or had their results published in a separate appendix to the report. Data for these countries, therefore, have not been included in this volume.

Table 1. Countries participating in the TIMSS, by population covered

Country	Population 1	Population 2	Population 3
Australia	✓	✓	✓
Austria	✓	✓	✓
Belgium (Fl)		✓	
Belgium (Fr)		✓	
Bulgaria		✓	
Canada	✓	✓	✓
Colombia		✓	
Cyprus	✓	✓	✓
Czech Republic	✓	✓	✓
Denmark		✓	✓
England	✓	✓	
France		✓	✓
Germany		✓	✓
Greece	✓	✓	✓
Hong Kong	✓	✓	
Hungary	✓	✓	✓
Iceland	✓	✓	✓
Iran, Islamic Republic	✓	✓	
Ireland	✓	✓	
Israel	✓	✓	
Italy	✓	✓	✓
Japan	✓	✓	
Korea	✓	✓	
Kuwait	✓	✓	
Latvia	✓	✓	✓
Lithuania		✓	✓
Netherlands	✓	✓	✓
New Zealand	✓	✓	✓
Norway	✓	✓	✓
Portugal	✓	✓	
Romania		✓	
Russian Federation		✓	✓
Scotland	✓	✓	
Singapore	✓	✓	
Slovak Republic		✓	
Slovenia	✓	✓	✓
South Africa		✓	
Spain		✓	✓
Sweden		✓	✓
Switzerland		✓	✓
Thailand	✓	✓	
United States	✓	✓	✓

For all of three *Populations*, participants were required to meet various sampling guidelines. These guidelines, and the extent to which countries met them for *Populations 1* and 2, are described in the following sections. (See *Pursuing Excellence: A Study of Twelfth-Grade Mathematics and Science Achievement in International Context*, Appendix A, for details about *Population 3*).

Population 1: Third- and Fourth-Grade Students

In some situations, where it was not possible to implement testing for the entire International Desired Population (*Population 1*), countries were

Table 2. Countries covering less than 100 percent of the International Desired Population for *Population 1*

	International Desired Population	
Country	Coverage	Note on Coverage
Israel	72%	Hebrew Public Education System only
Latvia	60%	Latvian-speaking schools only

permitted to define a National Desired Population, which excluded some portion of the International Desired Population. For example, Israel and Latvia's populations covered less than 100 percent of the International Desired Population because they needed to define their population according to the structure of school systems.

Countries were also permitted to, within their desired population, define a population that excluded a small percentage (less than 10 percent) of schools or students that would be difficult to test (e.g., very small schools or schools located in a remote area). England was the only country that exceeded the 10 percent level, excluding 12.1 percent of schools from the desired population.

Table 3. Countries that participated in *Population 1* of the TIMSS, by compliance with sampling guidelines

Compliance with Sampling Guidelines	Countries
Countries satisfying guidelines for sample participation rates, grade selection, and sampling procedures	Canada Cyprus Czech Republic Greece Hong Kong Iceland Iran, Islamic Republic Ireland Japan Korea New Zealand Norway Portugal Scotland Singapore United States
Countries not satisfying guidelines for sample participation rates	Australia Austria England Latvia Netherlands
Countries not meeting age/grade specifications	Slovenia
Countries with unapproved sampling procedures at the classroom level	Hungary Israel Kuwait Thailand

The TIMSS used a two-stage sample design, in which the first stage involved selecting 150 public and private schools within each country. Random sampling methods were then used to select from each school one mathematics class for each grade level (third and fourth). The required participation rates from the samples were at least 85 percent of both schools and students, or a combined rate of 75 percent.

England and Scotland met sampling guidelines only after including replacement schools for those schools refusing or unable to participate. Australia, Austria, Latvia, and the Netherlands failed to meet sampling participation standards. These countries either did not reach a 50 percent participation rate without the inclusion of replacement schools, or failed to reach the required rate even with the inclusion of replacement schools.

Slovenia chose to test their third- and fourth-grade students even though these were not the two adjacent grade levels with the highest proportion of 9-year-olds. Although this was done in order to increase the similarity of curricula, it resulted in their students being somewhat older than the students from other countries who participated in the study.

Hungary, Israel, Kuwait, and Thailand, for various reasons, had difficulty complying with guidelines for sampling classrooms. For example, Kuwait tested a single grade with relatively few 9-year-olds, Israel had low sampling participation rates, and Thailand had a high percentage of older students.

Population 2: Seventh- and Eighth-Grade Students

As was the case in *Population 1*, in some situations where it was not possible to implement testing for the entire International Desired Population (*Population 2*), countries were permitted to define a National Desired Population, which excluded some portion of the International Desired Population. For

Table 4. Countries covering less than 100 percent of the International Desired Population for *Population 2*

	International Desired Population	
Country	Coverage	Note on Coverage
Germany	0.88	15 of 16 regions
Israel	0.74	Hebrew Public Education System only
Latvia	0.51	Latvian-speaking schools only
Lithuania	0.84	Lithuanian-speaking schools only
Switzerland	0.86	22 of 26 cantons

example, Israel, Latvia, and Lithuania's populations covered less than 100 percent of the International Desired Population because they needed to define their population according to the structure of school systems. In the case of Germany and Switzerland, however, some regions simply did not wish to participate in the study.

Countries were also permitted to, within their desired population, define a population that excluded a small percentage (less than 10 percent) of schools or students that would be difficult to test (e.g., very small schools or schools located in a remote area). England was the only country that exceeded the 10 percent level, excluding 11.3 percent of schools from the desired population.

The TIMSS used a two-stage sample design, in which the first stage involved selecting 150 public and private schools within each country. Random sampling methods were then used to select from each school one mathematics class for each grade level (seventh and eighth). The required participation rates from the samples were at least 85 percent of both schools and students, or a combined rate of 75 percent.

Belgium (Fl), England, Germany, and the United States met sampling guidelines only after including replacement schools for those schools refusing or unable to participate. Australia, Austria, Belgium (Fr), Bulgaria, the Netherlands, and Scotland failed to meet sampling participation standards. These countries either did not reach a 50 percent participation rate without the inclusion of replacement schools, or failed to reach the required rate even with the inclusion of replacement schools.

Table 5. Countries that participated in *Population 2* of the TIMSS, by compliance with sampling guidelines

Compliance with Sampling Guidelines	Countries
Countries satisfying guidelines for sample participation rates, grade selection, and sampling procedures	Canada
	Cyprus
	Czech Republic
	France
	Hong Kong
	Hungary
	Iceland
	Iran, Islamic Republic
	Ireland
	Japan
	Korea
	Latvia
	Lithuania
	New Zealand
	Norway
	Portugal
	Russian Federation
	Singapore
	Slovak Republic
	Spain
	Sweden
Countries not satisfying guidelines for sample participation rates	Australia
	Austria
	Belgium (Fr)
	Bulgaria
	England
	Germany
	Israel
	Latvia
	Lithuania
	Netherlands
	Scotland
	Switzerland
Countries not meeting age/grade specifications	Colombia
	Germany
	Romania
	Slovenia
Countries with unapproved sampling procedures at the classroom level	Denmark
	Greece
	Israel
	Kuwait
	South Africa
	Thailand

Four countries (Colombia, Germany, Romania, and Slovenia) chose to test their seventh- and eighth-grade students even though these were not the two adjacent grade levels with the highest proportion of 13-year-olds. Although this was done in order to increase the similarity of curricula, it resulted in their students being somewhat older than the students from other countries who participated in the study.

Denmark, Greece, Israel, Kuwait, South Africa, and Thailand, for various reasons, had difficulty complying with guidelines for sampling classrooms. Kuwait tested a single grade with relatively few 13-year-olds, and South Africa and Thailand had low sampling participation rates, contributing to additional difficulties.

SOURCE: International Association for the Evaluation of Educational Achievement, TIMSS International Study Center, *Mathematics Achievement in the Middle School Years, Science Achievement in the Middle School Years, IEA's Third International Mathematics and Science Study (TIMSS)*, 1996; *Mathematics Achievement in the Primary School Years, Science Achievement in the Primary School Years, IEA's Third International Mathematics and Science Study (TIMSS)*, 1997.

Table 21-1 Percentage distribution of the population scoring at each of five literacy levels, by literacy scale, country, and highest level of educational attainment: 1994

Country and highest level	Prose scale				Document scale				Quantitative scale			
of educational attainment	Level 1	Level 2	Level 3	Level 4/5	Level 1	Level 2	Level 3	Level 4/5	Level 1	Level 2	Level 3	Level 4/5
Belgium*												
Less than high school	34.0	35.5	25.5	5.0	27.8	33.1	32.9	6.2	30.0	29.0	31.6	9.5
High school degree	10.3	31.3	45.3	13.2	7.8	25.6	47.9	18.7	9.7	24.6	41.9	23.8
Some college, no degree	2.5	15.2	51.4	30.9	2.4	14.4	50.5	32.8	2.6	12.7	43.2	41.5
College degree or more	2.1	10.8	42.6	44.5	1.7	7.9	47.2	43.2	1.0	5.2	35.1	58.7
Canada												
Less than high school	39.4	29.0	26.4	5.2	40.9	32.6	20.3	6.3	39.8	33.3	21.5	5.4
High school degree	8.6	29.2	41.7	20.5	10.3	24.2	39.0	26.5	8.4	29.1	42.9	19.6
Some college, no degree	4.7	21.7	46.0	27.6	4.7	17.8	40.8	36.7	4.2	22.2	46.8	26.9
College degree or more	0.5	10.3	34.7	54.6	2.4	10.8	35.8	51.0	1.1	5.7	31.1	62.2
Germany												
Less than high school	17.5	40.5	33.7	8.3	12.2	37.6	38.1	12.1	9.0	30.6	43.2	17.2
High school degree	8.1	32.6	44.0	15.3	5.1	25.6	44.2	25.1	4.3	20.8	47.9	26.9
Some college, no degree	3.0	16.5	53.0	27.5	4.7	18.3	51.9	25.0	2.4	15.0	56.0	26.7
College degree or more	3.6	17.7	39.7	39.0	1.5	18.8	33.4	46.3	1.9	12.1	32.4	53.7
Ireland*												
Less than high school	37.3	35.7	22.8	4.2	41.6	34.9	20.1	3.3	39.5	31.9	22.2	6.5
High school degree	7.3	29.8	46.3	16.7	10.1	33.3	43.3	13.4	10.8	30.0	39.1	20.1
Some college, no degree	4.6	21.3	49.4	24.6	6.4	24.0	50.3	19.3	8.2	20.7	42.7	28.3
College degree or more	1.2	16.1	39.8	42.9	1.2	19.7	40.9	38.3	1.7	16.5	35.5	46.3
Netherlands												
Less than high school	21.1	42.8	32.1	4.1	20.7	36.3	35.4	7.6	19.9	36.1	35.8	8.2
High school degree	2.6	22.5	55.1	19.9	2.6	19.3	52.2	25.9	2.5	21.2	51.9	24.5
Some college, no degree	—	—	—	—	—	—	—	—	—	—	—	—
College degree or more	1.2	12.1	52.6	34.1	1.6	12.9	50.0	35.4	1.8	10.5	47.2	40.6
New Zealand*												
Less than high school	27.8	36.2	29.2	6.8	32.3	36.9	24.9	6.0	31.3	35.4	26.9	6.5
High school degree	9.5	26.6	41.0	22.8	10.7	27.2	40.9	21.2	11.0	27.4	40.7	21.0
Some college, no degree	7.7	18.0	41.2	33.1	9.6	21.0	41.7	27.6	8.4	22.0	43.3	26.2
College degree or more	6.7	11.0	35.5	46.8	6.7	12.0	37.1	44.2	5.8	10.7	39.0	44.5
Poland												
Less than high school	56.2	30.4	11.9	1.5	58.0	27.5	11.9	2.5	51.8	29.4	15.7	3.1
High school degree	24.5	45.0	26.5	4.1	28.2	37.2	27.2	7.4	20.8	35.8	33.0	10.4
Some college, no degree	13.5	39.0	38.3	9.2	18.8	33.1	34.1	14.1	13.5	30.0	42.8	13.7
College degree or more	11.1	30.6	41.3	17.0	15.8	29.6	33.2	21.4	9.6	25.8	38.2	26.4
Sweden												
Less than high school	15.4	30.7	37.2	16.7	14.3	27.6	36.4	21.7	14.0	26.3	37.2	22.6
High school degree	5.2	21.3	42.7	30.9	4.0	19.0	42.2	34.9	4.8	19.2	41.5	34.5
Some college, no degree	1.2	9.5	42.1	47.2	0.9	11.9	39.4	47.8	1.0	14.0	39.7	45.3
College degree or more	0.9	7.3	33.1	58.8	0.9	8.9	30.1	60.1	1.0	7.2	27.9	63.8

Table 21-1 Percentage distribution of the population scoring at each of five literacy levels, by literacy scale, country, and highest level of educational attainment: 1994—Continued

Country and highest level of educational attainment	Prose scale				Document scale				Quantitative scale			
	Level 1	Level 2	Level 3	Level 4/5	Level 1	Level 2	Level 3	Level 4/5	Level 1	Level 2	Level 3	Level 4/5
Switzerland (French)												
Less than high school	38.7	44.3	15.8	1.2	36.4	42.3	18.7	2.7	28.6	43.5	24.1	3.8
High school degree	11.4	37.9	42.8	7.9	8.8	32.5	44.2	14.5	5.7	25.1	49.6	19.5
Some college, no degree	6.0	29.1	53.0	12.0	3.0	20.7	49.4	26.9	3.0	13.8	52.7	30.5
College degree or more	4.7	12.2	51.5	31.5	4.3	8.3	42.8	44.6	4.3	8.4	48.1	39.1
Switzerland (German)												
Less than high school	41.4	37.1	18.7	2.8	42.9	30.4	18.8	7.8	30.1	36.6	25.1	8.2
High school degree	11.4	37.4	41.2	10.0	9.6	30.3	41.5	18.6	6.7	26.3	47.0	20.1
Some college, no degree	5.9	32.2	51.1	10.7	4.3	23.0	50.3	22.4	2.3	15.6	54.5	27.6
College degree or more	6.0	21.9	46.4	25.7	6.0	15.7	41.7	36.6	5.4	15.3	42.3	37.0
United Kingdom*												
Less than high school	29.9	35.0	27.2	7.9	31.9	31.7	26.2	10.3	32.5	31.8	26.6	9.1
High school degree	13.4	27.9	39.4	19.3	13.7	26.2	35.5	24.6	13.3	26.4	37.4	22.9
Some college, no degree	4.4	23.0	46.8	25.8	7.2	22.7	41.8	28.4	7.2	23.6	40.3	29.0
College degree or more	2.9	12.4	40.0	44.7	3.6	11.2	36.8	48.4	3.5	10.2	32.3	54.0
United States												
Less than high school	57.2	24.4	15.5	2.9	60.5	22.8	13.5	3.2	55.3	25.9	15.0	3.9
High school degree	16.6	32.1	36.9	14.4	20.1	32.1	33.9	13.9	18.0	30.9	35.4	15.7
Some college, no degree	10.5	22.2	39.9	27.3	13.1	23.8	38.5	24.7	10.4	21.0	41.6	27.1
College degree or more	5.1	11.0	34.5	49.5	6.6	13.4	37.2	42.8	5.3	10.7	31.2	52.8

— Not available.

* Data are for 1996.

NOTE: Some data are revised from previously published figures due to differences in the calculations of proficiency scores. Some data are unavailable because the category was not included in the survey question. Details may not add to 100.0 due to rounding.

SOURCE: Organization for Economic Co-operation and Development, *International Adult Literacy Survey*, unpublished tabulations, 1994 and 1996.

Table 21-2 Percentage distribution of the population scoring at each of five literacy levels, by literacy scale, country, and immigration status: 1994

Country and	Prose scale				Document scale				Quantitative scale			
immigration status	Level 1	Level 2	Level 3	Level 4/5	Level 1	Level 2	Level 3	Level 4/5	Level 1	Level 2	Level 3	Level 4/5
Belgium*												
Native-born	17.7	28.9	38.0	15.5	14.0	25.6	42.4	18.0	15.8	23.1	37.6	23.6
Foreign-born	49.0	24.3	23.8	2.9	45.8	24.3	23.1	6.8	39.3	22.6	24.8	13.3
Canada												
Native-born	12.6	25.8	39.4	22.2	14.4	24.9	35.0	25.7	13.5	26.6	37.5	22.4
Foreign-born	31.7	20.8	24.8	22.6	31.2	19.5	23.8	25.5	28.3	21.8	24.1	25.7
Germany												
Native-born	11.9	35.2	38.6	14.3	8.2	31.7	40.5	19.6	6.2	25.1	44.5	24.2
Foreign-born	36.5	36.2	21.1	6.3	25.7	36.1	27.3	10.9	15.7	37.7	32.7	13.8
Ireland*												
Native-born	22.9	30.5	33.4	13.2	26.1	32.1	31.2	10.5	25.3	28.7	30.3	15.7
Foreign-born	16.8	32.7	37.2	13.3	16.7	30.6	35.9	16.9	18.6	30.5	31.3	19.7
Netherlands												
Native-born	9.1	29.0	45.7	16.2	9.1	25.0	45.5	20.4	8.6	25.3	45.2	21.0
Foreign-born	29.2	34.5	29.7	6.7	26.8	31.9	31.2	10.1	29.4	30.4	29.5	10.7
New Zealand*												
Native-born	15.7	29.1	35.7	19.5	19.2	30.1	33.1	17.6	18.8	29.3	34.3	17.6
Foreign-born	27.4	23.1	32.4	17.0	28.5	24.7	31.9	15.0	25.6	24.9	33.9	15.5
Poland												
Native-born	42.4	34.4	19.4	3.8	45.2	30.2	18.7	6.0	38.7	30.7	23.4	7.3
Foreign-born	59.5	29.1	9.4	1.9	61.9	31.7	6.1	0.3	57.8	30.2	11.0	1.0
Sweden												
Native-born	5.1	20.1	40.8	34.0	4.5	18.6	39.4	37.6	4.9	18.5	39.1	37.5
Foreign-born	28.5	27.0	29.8	14.8	24.8	25.2	33.2	16.8	24.2	24.5	30.8	20.6
Switzerland (French)												
Native-born	11.6	35.2	42.4	10.8	10.3	30.1	41.3	18.3	6.2	25.7	46.7	21.4
Foreign-born	35.9	32.0	25.5	6.5	31.8	28.6	28.3	11.3	29.4	25.0	32.4	13.3
Switzerland (German)												
Native-born	9.9	37.5	42.5	10.1	9.0	29.3	42.2	19.5	5.5	26.4	47.1	21.0
Foreign-born	58.5	20.8	14.6	6.1	56.8	20.4	14.8	8.1	49.0	20.2	20.4	10.5
United Kingdom*												
Native-born	20.0	30.7	33.4	15.9	21.5	28.0	31.3	19.1	22.0	27.9	31.5	18.6
Foreign-born	40.1	23.1	23.6	13.1	42.0	22.0	20.5	15.5	40.0	24.6	18.9	16.5
United States												
Native-born	14.2	25.5	35.6	24.7	17.4	26.2	34.1	22.3	14.9	25.1	34.1	25.9
Foreign-born	54.6	18.6	19.1	7.6	54.1	19.6	19.2	7.1	52.7	16.9	19.4	11.0

* Data are for 1996.

NOTE: Some data are revised from previously published figures due to differences in the calculations of proficiency scores. Details may not add to 100 due to rounding.

SOURCE: Organization for Economic Co-operation and Development, *International Adult Literacy Survey*, unpublished tabulations, 1994 and 1996.

Table 21-3 Percentage distribution of the population scoring at each of five literacy levels, by literacy scale, country, and sex: 1994

Country and sex	Prose scale Level 1	Prose scale Level 2	Prose scale Level 3	Prose scale Level 4/5	Document scale Level 1	Document scale Level 2	Document scale Level 3	Document scale Level 4/5	Quantitative scale Level 1	Quantitative scale Level 2	Quantitative scale Level 3	Quantitative scale Level 4/5
Belgium*												
Male	15.6	30.2	39.7	14.5	11.1	25.1	44.0	19.8	12.1	20.0	39.4	28.5
Female	21.6	27.5	35.5	15.5	18.7	26.1	39.7	15.5	20.8	26.2	34.8	18.3
Canada												
Male	18.8	26.3	37.8	17.1	17.4	24.0	32.5	26.2	16.9	23.8	34.2	25.1
Female	14.4	23.3	35.0	27.3	18.4	23.5	32.9	25.2	16.3	27.4	35.2	21.1
Germany												
Male	14.3	33.8	36.6	15.3	8.3	30.1	39.1	22.5	6.1	22.9	42.5	28.5
Female	13.3	36.8	37.9	12.0	10.8	34.0	39.8	15.4	7.8	29.2	44.7	18.3
Ireland*												
Male	24.2	29.3	34.2	12.3	24.6	29.9	33.5	12.1	22.9	26.2	32.4	18.6
Female	20.9	31.9	33.1	14.1	26.5	34.2	29.5	9.8	27.0	31.5	28.3	13.2
Netherlands												
Male	10.4	30.5	44.8	14.4	8.9	23.3	45.6	22.2	8.0	20.9	45.3	25.7
Female	10.5	28.2	44.6	16.7	11.8	27.7	43.4	17.1	12.0	30.5	42.9	14.6
New Zealand*												
Male	19.9	30.7	33.0	16.4	20.5	29.3	32.2	18.0	18.1	26.9	34.7	20.3
Female	16.5	26.4	36.0	21.0	21.6	29.9	32.9	15.7	22.5	30.8	33.2	13.6
Poland												
Male	43.7	34.8	18.0	3.4	43.6	30.8	19.1	6.5	36.4	30.2	25.1	8.3
Female	41.7	33.9	20.4	4.1	47.2	29.7	17.9	5.2	41.5	31.0	21.3	6.1
Sweden												
Male	7.3	21.9	39.0	31.8	5.0	17.1	38.6	39.4	5.0	15.4	37.3	42.4
Female	7.2	19.6	40.6	32.6	7.6	21.3	39.0	32.0	8.2	22.7	39.5	29.6
Switzerland (French)												
Male	17.5	33.3	39.5	9.8	14.8	28.7	37.2	19.2	11.4	21.1	43.6	23.9
Female	19.4	35.2	35.9	9.4	17.9	30.6	38.0	13.5	14.1	29.8	41.8	14.4
Switzerland (German)												
Male	18.3	32.2	39.1	10.4	15.4	25.4	38.9	20.3	12.6	20.7	43.0	23.7
Female	20.6	36.1	35.1	8.2	21.4	29.5	34.9	14.3	15.7	29.4	40.7	14.2
United Kingdom*												
Male	21.5	28.7	33.8	16.0	20.1	25.4	31.3	23.3	18.2	25.1	31.8	24.9
Female	21.6	31.5	31.4	15.5	26.3	29.8	29.6	14.4	28.7	30.2	29.2	11.9
United States												
Male	23.0	25.8	30.6	20.6	25.5	23.1	30.5	20.9	21.2	21.1	29.8	27.8
Female	18.8	23.2	34.8	23.2	22.0	26.6	32.3	19.1	20.8	26.5	33.1	19.6

* Data are for 1996.

NOTE: Some data are revised from previously published figures due to differences in the calculations of proficiency scores. Details may not add to 100 due to rounding.

SOURCE: Organization for Economic Co-operation and Development, *International Adult Literacy Survey*, unpublished tabulations, 1994 and 1996.

Table 21-4 Percentage distribution of the population scoring at each of five literacy levels, by literacy scale, country, and income level: 1994

Country and income[1]	Prose scale				Document scale				Quantitative scale			
	Level 1	Level 2	Level 3	Level 4/5	Level 1	Level 2	Level 3	Level 4/5	Level 1	Level 2	Level 3	Level 4/5
Belgium[2]												
Lower quintile	25.9	29.4	31.8	12.9	21.8	27.3	36.4	14.6	23.6	26.6	32.6	17.3
Second lowest quintile	12.5	29.3	43.1	15.2	8.8	24.0	47.1	20.2	10.7	20.3	42.9	26.1
Mid-level quintile	5.9	21.2	47.5	25.4	2.5	24.1	48.2	25.3	3.9	16.7	39.1	40.2
Second highest quintile	7.8	28.8	33.4	29.9	5.3	19.2	44.9	30.6	5.4	14.7	34.5	45.5
Highest quintile	11.8	24.4	48.0	15.8	7.5	15.8	48.3	28.5	4.8	12.9	32.0	50.3
Canada												
Lower quintile	24.1	26.8	33.7	15.3	27.1	26.2	28.9	17.7	25.3	27.8	33.8	13.1
Second lowest quintile	19.0	26.2	33.4	21.4	23.1	23.6	32.1	21.2	16.2	31.5	35.4	17.0
Mid-level quintile	12.9	25.5	34.4	27.3	10.2	26.7	36.8	26.4	14.5	26.1	30.3	29.1
Second highest quintile	7.2	25.2	41.5	26.1	6.4	16.6	40.7	36.3	4.7	17.1	43.8	34.4
Highest quintile	6.4	15.2	39.5	38.9	6.4	19.1	31.2	43.3	3.8	20.7	32.8	42.7
Germany												
Lower quintile	13.8	34.7	38.2	13.3	10.6	32.7	38.9	17.8	7.9	28.1	43.5	20.5
Second lowest quintile	21.3	36.8	34.5	7.4	14.3	37.8	34.2	13.6	8.5	31.0	42.6	17.9
Mid-level quintile	12.1	41.1	34.1	12.4	7.2	35.1	40.1	17.6	6.8	25.0	45.8	22.4
Second highest quintile	11.7	36.1	41.0	11.2	6.5	28.3	47.6	17.7	5.5	23.9	45.1	25.5
Highest quintile	7.4	24.6	42.4	25.6	3.3	19.7	42.1	35.0	4.0	15.2	41.4	39.3
Ireland[2]												
Lower quintile	27.8	32.4	29.8	10.0	31.3	33.9	26.2	8.4	32.8	31.3	25.1	10.9
Second lowest quintile	28.8	34.4	30.0	6.9	31.5	33.6	27.9	7.1	27.6	31.4	31.0	10.1
Mid-level quintile	15.7	32.8	36.8	14.7	19.6	35.5	35.5	9.4	18.1	32.7	32.5	16.7
Second highest quintile	8.6	29.4	41.7	20.3	9.7	29.4	40.9	20.0	9.8	22.9	41.4	25.9
Highest quintile	7.3	16.6	44.1	32.0	8.2	20.3	44.6	26.9	7.3	15.0	36.8	41.0
Netherlands												
Lower quintile	15.0	32.6	38.9	13.5	15.6	29.7	39.4	15.4	15.2	30.0	40.4	14.4
Second lowest quintile	9.0	23.4	51.6	16.1	6.4	22.9	50.8	20.0	6.5	27.0	50.0	16.4
Mid-level quintile	9.8	27.9	46.2	16.1	10.2	24.5	46.1	19.3	9.1	23.8	46.3	20.7
Second highest quintile	6.6	30.3	48.4	14.7	5.0	22.2	50.2	22.6	4.4	23.2	48.6	23.8
Highest quintile	1.1	22.3	53.6	23.0	1.1	17.1	49.2	32.5	1.1	13.4	45.4	40.0
New Zealand[2]												
Lower quintile	29.9	30.3	27.0	12.7	36.8	30.4	23.2	9.5	36.4	29.9	25.4	8.3
Second lowest quintile	17.7	26.3	39.2	16.8	18.1	29.7	35.9	16.4	18.2	29.1	37.7	14.9
Mid-level quintile	14.4	29.7	37.4	18.5	16.6	32.4	35.1	15.9	15.1	33.4	36.5	15.0
Second highest quintile	12.8	30.7	35.8	20.7	14.3	30.8	35.8	19.1	12.0	30.6	37.3	20.2
Highest quintile	5.6	21.4	42.6	30.4	6.4	22.1	42.1	29.4	5.5	19.2	42.9	32.4
Poland												
Lower quintile	46.2	35.8	14.8	3.2	46.8	28.6	19.7	4.9	44.6	28.2	21.5	5.7
Second lowest quintile	43.7	35.0	18.3	3.1	43.6	31.8	18.9	5.7	35.5	32.8	24.4	7.4
Mid-level quintile	37.8	39.5	18.9	3.9	37.2	34.6	22.3	5.9	31.6	32.1	27.8	8.5
Second highest quintile	29.1	40.6	24.8	5.6	36.5	35.3	20.4	7.8	26.2	32.4	30.0	11.4
Highest quintile	35.1	32.3	26.5	6.2	36.8	26.8	24.6	11.8	29.9	26.6	28.6	14.9

Table 21-4 Percentage distribution of the population scoring at each of five literacy levels, by literacy scale, country, and income level: 1994—Continued

Country and income[1]	Prose scale				Document scale				Quantitative scale			
	Level 1	Level 2	Level 3	Level 4/5	Level 1	Level 2	Level 3	Level 4/5	Level 1	Level 2	Level 3	Level 4/5
Sweden												
Lower quintile	3.5	13.6	38.0	44.8	3.2	15.6	35.1	46.0	4.3	16.1	36.3	43.4
Second lowest quintile	9.8	23.8	39.2	27.2	11.0	24.7	38.0	26.4	11.0	24.4	38.2	26.4
Mid-level quintile	7.7	23.0	40.8	28.5	6.5	23.0	41.9	28.7	6.6	24.4	41.8	27.1
Second highest quintile	6.0	22.6	44.7	26.7	5.1	20.2	43.0	31.6	5.5	20.2	43.2	31.1
Highest quintile	3.5	16.0	39.7	40.8	1.9	11.5	39.0	47.6	1.7	10.1	36.6	51.6
Switzerland (French)												
Lower quintile	18.3	34.9	35.9	10.9	17.5	29.2	33.7	19.6	14.3	26.9	38.4	20.5
Second lowest quintile	16.9	39.2	32.8	11.2	15.2	35.0	38.7	11.1	9.8	30.2	45.3	14.7
Mid-level quintile	16.5	33.0	42.3	8.2	12.6	32.3	40.0	15.1	11.4	30.6	46.3	11.7
Second highest quintile	12.3	36.1	43.6	8.0	8.6	28.7	43.3	19.5	4.2	20.2	53.4	22.2
Highest quintile	5.4	29.8	48.2	16.6	4.0	23.6	45.0	27.5	2.6	14.2	42.1	41.1
Switzerland (German)												
Lower quintile	19.0	32.6	35.2	13.2	17.8	27.2	34.5	20.5	11.9	28.9	40.0	19.2
Second lowest quintile	20.9	38.4	34.9	5.9	22.4	32.1	30.7	14.8	13.6	37.7	35.0	13.7
Mid-level quintile	15.4	37.9	38.3	8.4	14.2	25.7	38.2	21.9	12.3	23.7	45.4	18.7
Second highest quintile	16.4	34.0	41.5	8.1	12.5	29.9	42.2	15.4	9.3	23.1	49.9	17.8
Highest quintile	3.6	30.9	48.0	17.6	3.4	29.3	42.9	24.4	1.7	17.0	47.4	34.0
United Kingdom[2]												
Lower quintile	30.9	32.8	26.1	10.2	34.5	29.6	24.9	11.0	35.5	30.8	24.7	9.1
Second lowest quintile	21.5	31.2	35.7	11.7	22.7	29.2	34.7	13.4	22.1	31.9	33.3	12.7
Mid-level quintile	16.9	32.8	35.3	15.0	15.9	31.7	32.5	19.9	16.2	31.0	34.5	18.3
Second highest quintile	13.1	29.1	39.0	18.8	13.1	27.8	36.7	22.5	12.6	27.4	36.1	23.9
Highest quintile	5.1	19.1	42.1	33.8	4.7	15.9	36.9	42.5	4.6	12.5	36.6	46.3
United States												
Lower quintile	27.8	28.1	29.1	15.0	31.0	28.2	28.7	12.1	28.8	27.5	29.2	14.6
Second lowest quintile	18.5	24.7	36.1	20.7	20.7	27.1	31.5	20.7	19.4	26.8	33.3	20.6
Mid-level quintile	9.5	20.5	40.5	29.4	11.3	23.4	39.5	25.8	8.9	22.6	38.8	29.7
Second highest quintile	3.0	17.5	38.3	41.1	4.4	19.7	38.9	37.0	2.4	13.0	33.9	50.7
Highest quintile	2.0	11.9	35.6	50.6	3.5	14.5	33.9	48.1	1.7	8.6	31.5	58.2

[1] Lowest quintile includes adults who reported no income for the year preceding the survey.

[2] Data are for 1996.

NOTE: Some data are revised from previously published figures due to differences in the calculations of proficiency scores. Details may not add to 100 due to rounding.

SOURCE: Organization for Economic Co-operation and Development, *International Adult Literacy Survey*, unpublished tabulations, 1994 and 1996.

Table 21-5 Percentage distribution of the population scoring at each of five literacy levels, by literacy scale, country, and employment status: 1994

Country and	Prose scale				Document scale				Quantitative scale			
employment status	Level 1	Level 2	Level 3	Level 4/5	Level 1	Level 2	Level 3	Level 4/5	Level 1	Level 2	Level 3	Level 4/5
Belgium*												
Employed	12.9	28.3	41.6	17.3	8.9	24.7	45.8	20.7	10.8	21.0	40.0	28.2
Retired	45.7	26.2	20.7	7.5	42.0	23.8	27.4	6.7	41.3	21.3	24.1	13.3
Unemployed/looking for work	27.0	38.4	28.6	5.9	20.3	32.6	38.3	8.8	22.8	35.5	32.7	9.0
Student	4.7	23.0	47.2	25.1	3.5	18.1	49.6	28.8	4.9	20.1	42.8	32.2
Homemaker	35.2	34.6	25.4	4.8	32.1	33.8	29.7	4.4	33.3	29.7	30.1	6.9
Other	41.7	22.3	28.4	7.5	42.2	26.5	24.5	6.9	37.7	25.0	24.0	13.3
Canada												
Employed	11.4	24.1	38.2	26.3	12.1	21.9	35.4	30.6	11.6	23.4	36.1	28.9
Retired	31.4	29.5	29.8	9.3	38.0	26.4	23.7	12.0	31.0	30.7	27.7	10.7
Unemployed/looking for work	28.8	27.4	33.0	10.8	29.0	29.1	24.4	17.5	29.5	32.8	29.9	8.1
Student	10.9	22.6	42.6	23.9	7.5	24.7	35.4	32.5	6.9	24.8	45.3	22.9
Homemaker	26.4	23.7	32.2	17.8	32.3	26.0	30.0	11.7	28.6	28.7	30.6	12.1
Other	43.7	33.5	19.0	3.9	49.9	31.3	15.6	3.2	42.8	34.1	18.9	4.3
Germany												
Employed	10.2	34.9	39.4	15.6	5.8	30.3	41.8	22.1	4.5	23.1	44.8	27.5
Retired	24.2	44.8	26.7	4.3	19.7	38.2	36.4	5.7	12.9	35.6	41.9	9.6
Unemployed/looking for work	25.0	35.7	29.3	10.0	18.6	36.8	30.0	14.6	13.3	30.8	40.1	15.8
Student	6.0	18.7	46.2	29.1	5.3	15.3	40.9	38.6	4.8	15.3	41.6	38.3
Homemaker	19.9	39.9	33.0	7.3	16.3	39.6	34.7	9.5	11.9	33.3	39.1	15.7
Other	14.0	32.0	42.1	11.8	9.0	34.7	41.8	14.6	5.7	28.5	49.6	16.2
Ireland*												
Employed	16.9	29.2	38.0	15.9	18.6	31.0	36.1	14.3	17.8	27.2	34.4	20.7
Retired	41.3	26.8	25.1	6.8	48.9	26.1	22.9	2.1	40.6	22.9	23.8	12.7
Unemployed/looking for work	35.2	33.5	24.7	6.6	36.0	36.5	22.9	4.5	35.5	32.9	24.0	7.6
Student	6.3	24.1	45.9	23.6	7.2	27.8	46.9	18.1	9.0	25.6	42.0	23.4
Homemaker	31.8	37.3	24.6	6.4	40.3	35.9	19.9	3.9	40.4	33.6	20.3	5.7
Other	43.9	26.2	22.1	7.8	43.0	29.1	20.0	8.0	39.3	26.5	21.1	13.1
Netherlands												
Employed	6.6	26.1	48.9	18.4	6.2	21.1	48.7	24.1	6.0	21.0	47.3	25.7
Retired	22.0	45.3	31.6	1.1	18.7	46.2	31.8	3.3	13.0	37.1	41.4	8.4
Unemployed/looking for work	18.0	31.0	40.4	10.5	15.2	27.5	44.4	13.0	16.9	26.0	44.2	12.9
Student	7.0	17.9	50.1	24.9	5.4	13.1	49.1	32.4	6.6	18.6	48.6	26.2
Homemaker	17.4	39.1	35.5	8.0	20.5	37.6	34.6	7.4	20.4	40.0	33.0	6.7
Other	22.3	38.4	30.9	8.4	22.4	38.3	31.9	7.5	19.2	34.0	38.3	8.5
New Zealand*												
Employed	11.9	27.5	38.6	22.0	14.0	28.5	37.2	20.2	13.1	28.2	37.8	20.8
Retired	28.4	35.0	27.9	8.7	43.6	37.1	14.5	4.8	31.4	36.4	25.0	7.2
Unemployed/looking for work	47.7	29.3	18.6	4.4	46.9	29.4	17.6	6.2	47.8	28.9	18.3	4.9
Student	17.2	23.3	34.1	25.4	20.1	24.2	36.3	19.4	20.2	21.8	40.0	18.1
Homemaker	27.5	30.2	29.3	12.9	32.7	32.7	23.4	11.2	34.2	32.3	24.5	9.0
Other	44.0	23.9	26.0	6.1	50.7	23.7	22.2	3.5	52.6	18.0	25.0	4.4
Poland												
Employed	39.4	36.5	20.0	4.1	40.9	31.5	20.6	7.0	34.3	30.9	25.5	9.3
Retired	65.1	25.9	8.5	0.5	67.0	23.3	8.8	1.0	56.4	25.4	15.6	2.6
Unemployed/looking for work	44.4	38.4	15.5	1.7	48.5	32.3	14.9	4.2	43.2	31.8	19.8	5.2
Student	17.9	36.2	36.9	9.0	22.9	34.7	30.7	11.7	20.9	37.4	32.6	9.1
Homemaker	51.4	29.8	16.4	2.4	58.6	27.7	11.5	2.2	55.7	28.8	13.1	2.4
Other	40.5	33.2	20.5	5.8	50.0	30.7	15.7	3.6	44.2	32.0	19.8	4.1

Table 21-5 Percentage distribution of the population scoring at each of five literacy levels, by literacy scale, country, and employment status: 1994—Continued

Country and employment status	Prose scale				Document scale				Quantitative scale			
	Level 1	Level 2	Level 3	Level 4/5	Level 1	Level 2	Level 3	Level 4/5	Level 1	Level 2	Level 3	Level 4/5
Sweden												
Employed	5.4	19.8	41.3	33.6	4.6	17.4	40.2	37.8	4.8	17.6	39.4	38.1
Retired	23.9	37.9	30.0	8.2	21.1	36.4	30.7	11.8	20.2	31.3	33.7	14.9
Unemployed/looking for work	11.9	23.7	36.9	27.6	10.3	22.4	36.9	30.4	9.6	21.1	36.4	33.0
Student	3.5	15.5	40.2	40.8	3.3	15.7	39.3	41.7	5.5	17.6	37.9	39.0
Homemaker	13.2	15.8	32.8	38.1	12.5	20.3	30.7	36.6	12.6	20.7	31.9	34.8
Other	16.4	25.8	34.6	23.3	13.5	26.9	32.7	27.0	13.1	23.4	34.6	29.0
Switzerland (French)												
Employed	14.7	35.2	40.0	10.1	12.2	31.6	39.8	16.5	8.7	25.8	45.9	19.7
Retired	32.7	42.4	21.5	3.4	24.8	34.4	33.0	7.8	17.2	33.7	36.5	12.6
Unemployed/looking for work	23.9	25.9	41.9	8.3	15.0	24.5	45.5	15.0	13.0	23.4	47.0	16.6
Student	6.4	28.4	47.5	17.6	4.6	18.9	41.1	35.4	3.5	15.5	46.1	34.8
Homemaker	20.4	41.7	32.1	5.9	26.0	32.5	31.6	9.9	19.1	34.2	33.7	13.0
Other	34.5	37.2	26.0	2.2	31.7	31.6	25.3	11.4	30.1	29.9	26.2	13.8
Switzerland (German)												
Employed	15.3	36.0	39.7	9.0	14.1	29.0	38.9	18.0	10.5	24.9	44.1	20.5
Retired	38.5	41.0	17.7	2.8	26.5	30.5	33.6	9.5	23.2	22.1	37.8	16.9
Unemployed/looking for work	18.9	31.8	42.6	6.8	22.9	20.3	38.0	18.9	17.0	29.4	44.0	9.7
Student	3.0	19.4	47.5	30.2	2.4	14.5	39.3	43.8	2.4	20.5	40.6	36.5
Homemaker	20.3	41.7	32.5	5.5	21.1	34.5	37.4	7.0	9.9	35.8	44.0	10.3
Other	45.4	27.3	21.6	5.8	40.9	29.9	17.7	11.5	29.3	33.3	22.1	15.4
United Kingdom*												
Employed	15.3	28.8	37.0	19.0	16.2	26.2	34.4	23.1	16.4	26.2	34.2	23.3
Retired	35.9	35.2	21.6	7.3	40.8	29.3	22.0	7.9	35.4	31.4	24.0	9.3
Unemployed/looking for work	31.3	32.1	25.9	10.7	33.2	31.8	24.6	10.4	35.8	30.2	24.7	9.3
Student	9.3	25.2	38.5	27.1	8.4	21.1	37.8	32.8	10.4	29.9	36.6	23.2
Homemaker	35.0	36.4	22.6	6.0	38.8	34.0	21.2	6.0	42.8	32.4	20.2	4.7
Other	45.6	32.2	17.9	4.4	48.9	29.4	15.8	5.9	47.1	29.4	18.0	5.5
United States												
Employed	15.6	23.9	35.3	25.2	17.8	24.5	34.1	23.6	15.6	23.4	33.5	27.5
Retired	19.8	35.1	33.2	11.9	25.7	37.8	28.6	7.8	17.0	25.9	38.7	18.4
Unemployed/looking for work	32.2	28.2	26.6	13.0	36.2	25.8	22.2	15.8	37.1	24.5	25.5	12.9
Student	26.1	26.2	31.3	16.4	24.3	27.2	31.6	16.9	23.5	31.0	30.5	15.0
Homemaker	30.9	20.2	29.6	19.4	37.8	23.1	28.8	10.3	35.8	21.4	28.7	14.1
Other	47.1	30.3	15.0	7.6	49.8	29.2	14.9	6.1	45.1	33.3	12.8	8.8

* Data are for 1996.

NOTE: Some data are revised from previously published figures due to differences in the calculations of proficiency scores. Details may not add to 100 due to rounding.

SOURCE: Organization for Economic Co-operation and Development, *International Adult Literacy Survey*, unpublished tabulations, 1994 and 1996.

Table 21-6 Percentage distribution of the population scoring at each of five literacy levels, by literacy scale, country, and occupation: 1994

Country and occupation	Prose scale				Document scale				Quantitative scale			
	Level 1	Level 2	Level 3	Level 4/5	Level 1	Level 2	Level 3	Level 4/5	Level 1	Level 2	Level 3	Level 4/5
Belgium*												
Manager/Professional	8.3	27.0	42.6	22.2	2.2	21.3	46.9	29.7	4.7	18.1	34.9	42.4
Technician	9.0	16.8	44.9	29.2	5.7	13.6	46.0	34.7	7.0	9.3	43.1	40.6
Clerk	2.8	22.1	53.9	21.2	1.8	20.9	53.5	23.7	2.7	17.7	44.1	35.5
Sales/Service Workers	6.9	22.5	47.3	23.3	4.2	19.5	50.5	25.8	7.1	18.8	43.4	30.8
Agricultural/Fishery Workers	40.7	28.5	24.0	6.9	37.3	16.8	40.5	5.4	29.7	29.1	33.3	7.9
Craftsworker	22.6	38.9	32.1	6.5	15.0	33.6	37.7	13.7	16.9	27.5	37.6	18.0
Machine Operator/Assembler	—	—	—	—	—	—	—	—	—	—	—	—
Canada												
Manager/Professional	3.3	17.6	38.7	40.5	2.8	14.3	36.7	46.2	2.2	16.8	35.1	45.9
Technician	3.6	23.9	31.2	41.4	4.3	10.0	41.7	44.0	2.4	15.4	30.9	51.2
Clerk	5.8	27.4	48.3	18.6	7.6	26.1	37.5	28.8	6.0	29.6	46.8	17.7
Sales/Service Workers	11.2	26.7	37.6	24.5	15.9	26.3	33.2	24.6	14.9	28.6	40.3	16.2
Agricultural/Fishery Workers	23.0	23.5	41.0	12.5	15.0	32.7	33.2	19.1	19.1	25.2	37.8	17.9
Craftsworker	26.9	28.1	33.2	11.8	25.9	26.3	32.8	15.0	22.4	30.1	33.5	14.0
Machine Operator/Assembler	27.1	22.8	36.9	13.3	26.7	32.5	26.5	14.3	28.2	29.0	30.0	12.8
Germany												
Manager/Professional	3.6	20.3	42.5	33.5	2.2	18.5	36.7	42.6	1.9	14.8	38.2	45.1
Technician	4.2	24.3	50.8	20.7	1.8	19.5	51.1	27.6	1.7	17.2	52.2	28.9
Clerk	10.2	39.9	35.4	14.5	6.3	32.9	40.7	20.1	4.9	25.1	47.6	22.4
Sales/Service Workers	12.0	35.8	38.0	14.1	8.0	36.1	40.8	15.2	5.7	26.9	44.0	23.5
Agricultural/Fishery Workers	33.3	54.9	8.2	3.6	7.5	42.8	37.9	11.8	1.7	19.0	48.2	31.2
Craftsworker	10.5	43.2	38.4	7.8	6.7	33.8	44.0	15.5	3.8	24.3	46.8	25.1
Machine Operator/Assembler	25.2	45.5	23.9	5.4	13.7	47.6	29.7	9.0	12.8	40.7	32.5	14.0
Ireland*												
Manager/Professional	4.9	19.2	44.1	31.8	6.1	23.8	42.8	27.3	5.7	20.1	37.3	36.9
Technician	6.0	24.0	44.4	25.6	8.3	27.3	46.1	18.4	8.7	24.2	39.4	27.8
Clerk	5.5	23.1	46.7	24.6	8.4	28.4	42.9	20.3	8.8	24.7	41.6	24.9
Sales/Service Workers	14.9	30.7	41.3	13.2	18.8	31.1	36.4	13.7	19.6	30.7	32.8	16.8
Agricultural/Fishery Workers	34.4	35.4	24.9	5.4	34.8	36.7	23.3	5.2	29.8	32.3	28.7	9.2
Craftsworker	20.7	37.0	36.0	6.3	19.5	35.3	37.2	8.0	19.2	29.8	34.9	16.1
Machine Operator/Assembler	25.2	31.1	34.4	9.3	27.3	31.2	34.3	7.2	25.8	29.2	36.3	8.7
Netherlands												
Manager/Professional.	2.6	21.1	51.4	25.0	2.6	16.4	52.2	28.9	2.0	14.8	47.2	36.0
Technician	1.7	19.2	55.6	23.4	1.7	15.1	50.4	32.7	2.6	16.9	51.9	28.7
Clerk	5.5	24.6	51.1	18.9	4.8	21.8	52.6	20.8	5.3	24.1	51.4	19.2
Sales/Service Workers	7.7	28.6	47.1	16.6	8.4	24.8	47.8	19.0	8.5	25.5	45.1	20.9
Agricultural/Fishery Workers	17.0	29.8	44.0	9.2	16.5	16.7	50.2	16.6	14.4	20.0	51.4	14.2
Craftsworker	12.1	39.0	41.2	7.8	10.8	32.3	42.7	14.1	11.2	27.9	47.3	13.7
Machine Operator/Assembler	18.3	35.0	38.9	7.9	15.5	28.2	40.5	15.8	13.5	23.6	43.7	19.2

Table 21-6 Percentage distribution of the population scoring at each of five literacy levels, by literacy scale, country, and occupation: 1994—Continued

Country and occupation	Prose scale				Document scale				Quantitative scale			
	Level 1	Level 2	Level 3	Level 4/5	Level 1	Level 2	Level 3	Level 4/5	Level 1	Level 2	Level 3	Level 4/5
New Zealand*												
Manager/Professional	4.7	15.9	40.2	39.2	6.8	17.8	42.3	33.1	5.4	16.3	42.4	36.0
Technician	6.6	18.4	42.2	32.9	7.3	19.0	40.8	32.9	8.3	20.1	41.0	30.6
Clerk	6.5	24.7	45.5	23.3	7.9	31.9	39.8	20.4	9.3	31.4	40.3	19.0
Sales/Service Workers	11.1	31.0	39.9	18.1	16.4	30.9	38.4	14.4	16.8	33.1	37.1	13.1
Agricultural / Fishery Workers	20.9	30.6	36.4	12.2	21.4	33.8	32.7	12.1	20.3	31.5	34.8	13.4
Craftsworker	17.2	37.2	37.0	8.6	15.7	37.9	36.2	10.2	11.6	34.8	41.4	12.2
Machine Operator/Assembler	24.6	37.2	28.3	9.9	27.7	33.1	28.6	10.5	25.4	35.1	27.2	12.4
Poland												
Manager/Professional	13.5	32.0	39.5	15.1	19.6	29.8	31.3	19.3	12.3	26.7	36.9	24.1
Technician	20.8	47.0	27.5	4.8	22.5	38.8	29.5	9.2	15.9	35.3	35.7	13.1
Clerk	26.1	42.5	26.5	4.9	33.9	32.5	26.8	6.8	26.5	33.9	29.0	10.7
Sales/Service Workers	32.0	41.1	23.9	3.0	31.7	35.3	25.6	7.3	28.7	35.2	28.4	7.7
Agricultural / Fishery Workers	64.3	29.2	6.2	0.4	63.2	26.9	8.6	1.3	53.8	27.8	16.1	2.2
Craftsworker	47.5	36.4	14.2	2.0	45.8	32.0	16.9	5.3	41.0	31.6	21.6	5.8
Machine Operator/Assembler	50.3	34.1	14.0	1.6	57.5	26.0	14.1	2.4	44.2	27.7	22.4	5.8
Sweden												
Manager/Professional	2.1	12.6	39.9	45.5	1.6	13.8	38.8	45.9	1.6	14.3	37.7	46.4
Technician	3.0	16.8	43.4	36.8	2.8	15.8	40.0	41.4	3.7	15.8	39.7	40.9
Clerk	3.6	19.4	44.0	33.1	4.0	15.2	40.1	40.7	5.0	17.5	40.3	37.2
Sales/Service Workers	5.8	23.8	39.8	30.7	5.6	21.1	41.3	32.0	6.4	21.4	40.4	31.8
Agricultural / Fishery Workers	5.2	27.4	46.6	20.8	6.0	23.1	45.4	25.6	5.6	24.7	42.2	27.5
Craftsworker	11.8	25.5	40.6	22.1	7.7	18.9	43.4	30.0	7.6	19.6	43.4	29.5
Machine Operator/Assembler	7.0	28.4	39.6	24.9	7.3	20.4	42.06	30.25	6.7	17.7	38.3	37.4
Switzerland (French)												
Manager/Professional	6.8	21.5	50.3	21.5	4.9	18.9	45.9	30.3	3.8	11.5	46.3	38.5
Technician	9.3	31.6	46.7	12.4	7.5	28.4	49.0	15.1	4.2	21.0	56.0	18.8
Clerk	5.0	38.0	44.7	12.4	7.0	30.1	44.6	18.3	3.8	24.3	53.8	18.0
Sales/Service Workers	26.6	42.6	28.5	2.3	16.6	40.0	31.8	11.6	18.3	38.1	33.4	10.2
Agricultural / Fishery Workers	16.3	60.6	22.7	0.5	11.4	57.2	28.8	2.7	7.4	47.5	44.7	0.5
Craftsworker	26.6	38.1	33.4	2.0	20.5	34.7	33.5	11.4	12.9	29.7	42.2	15.2
Machine Operator/Assembler	27.4	28.3	37.3	7.0	26.4	31.8	30.0	11.8	25.8	23.5	39.0	11.8
Switzerland (German)												
Manager/Professional	5.4	31.5	50.3	12.9	5.4	27.6	44.1	23.0	3.7	16.0	51.3	29.1
Technician	4.2	31.3	51.0	13.6	4.5	23.4	47.0	25.1	3.1	21.1	49.5	26.2
Clerk	5.8	36.8	39.4	18.1	5.7	31.3	42.0	21.0	6.0	28.6	45.1	20.4
Sales/Service Workers	14.4	41.8	37.3	6.5	20.9	34.3	35.7	9.2	11.6	35.7	41.5	11.2
Agricultural / Fishery Workers	29.3	50.5	20.3	0.0	20.9	47.2	25.6	6.2	16.1	48.0	30.7	5.3
Craftsworker	25.6	41.8	30.7	2.0	20.8	34.2	33.9	11.1	12.7	31.0	41.9	14.4
Machine Operator/Assembler	40.1	36.2	21.6	2.1	34.0	22.2	31.7	12.0	29.4	16.9	41.7	12.0
United Kingdom*												
Manager/Professional	4.6	21.2	42.9	31.4	5.7	18.9	38.1	37.4	5.5	16.8	37.8	40.0
Technician	8.1	20.6	44.4	26.8	12.2	19.0	38.5	30.4	12.2	19.0	37.2	31.7
Clerk	11.9	27.1	40.1	20.9	12.8	26.9	36.9	23.4	14.0	26.9	38.5	20.6
Sales/Service Workers	12.6	34.4	35.4	17.6	17.3	29.2	35.6	17.9	20.7	33.4	32.6	13.3
Agricultural / Fishery Workers	34.2	25.8	28.1	11.9	26.2	27.1	34.2	12.5	28.7	28.1	34.3	9.0
Craftsworker	25.3	37.1	31.0	6.7	23.1	34.7	30.2	12.0	21.0	32.6	31.8	14.6
Machine Operator/Assembler	28.0	42.3	24.9	4.8	23.7	40.8	25.5	10.1	23.7	38.0	27.5	10.8

Table 21-6 Percentage distribution of the population scoring at each of five literacy levels, by literacy scale, country, and occupation: 1994—Continued

Country and occupation	Prose scale				Document scale				Quantitative scale			
	Level 1	Level 2	Level 3	Level 4/5	Level 1	Level 2	Level 3	Level 4/5	Level 1	Level 2	Level 3	Level 4/5
United States												
Manager/Professional	4.4	13.9	38.9	42.9	5.3	15.7	40.0	38.9	4.3	14.2	36.4	45.1
Technician	2.7	12.4	42.9	42.0	5.3	13.3	46.8	34.6	1.6	11.7	37.4	49.4
Clerk	6.7	28.1	43.9	21.3	10.1	31.3	37.3	21.2	9.8	29.7	39.2	21.2
Sales/Service Workers	23.6	25.4	32.2	18.8	25.8	26.6	29.8	17.9	24.4	25.8	30.8	19.0
Agricultural / Fishery Workers	34.1	26.0	26.3	13.6	33.3	16.6	30.1	20.1	32.0	15.9	36.0	16.1
Craftsworker	31.2	35.2	25.4	8.3	32.7	32.2	25.1	10.0	27.4	28.3	31.7	12.5
Machine Operator/Assembler	31.6	33.8	26.2	8.4	35.6	31.1	26.2	7.1	31.3	32.6	25.5	10.7

— Not available.

* Data are for 1996.

NOTE: Some data are revised from previously published figures due to differences in the calculations of proficiency scores. Some data are unavailable because category was not included in survey question. Details may not add to 100 due to rounding.

SOURCE: Organization for Economic Co-operation and Development, *International Adult Literacy Survey*, unpublished tabulations, 1994 and 1996.

Note to Indicator 21: Definition of literacy scales and levels

The International Adult Literacy Survey (IALS) was a collaborative effort among seven governments and three intergovernmental organizations. This survey reports the results of a wide-ranging test of literacy skills given to a large sample of adults (ranging from 1,500 to 1,800 per country) in Europe and North America in fall 1994. Each country participating in the survey was required to draw a probability sample that represented the civilian, non-institutionalized population ages 16–65. In six countries, the survey was conducted in the national language; in Canada, respondents were given a choice of taking the survey in either English or French; in Switzerland, respondents in French-speaking and German-speaking cantons responded to survey questions in their respective languages.

As literacy cannot be narrowed down to a single skill suited for dealing with all types of text, nor defined as an infinite set of skills, the IALS defined literacy in terms of three scales, each encompassing a common set of skills relevant for diverse tasks:

Prose literacy: The knowledge and skills required to understand and use information from texts, including editorials, news stories, poems, and fiction;

Document literacy: The knowledge and skills required to locate and use information contained in various formats, including job applications, payroll forms, transportation schedules, maps, tables, and graphics; and

Quantitative literacy: The knowledge and skills required to apply arithmetic operations, either alone or sequentially, to numbers embedded in printed materials, such as balancing a checkbook, figuring a tip, completing an order form, or determining the amount of interest on a loan from an advertisement.

In each of these three scales, rather than expressing a threshold for achieving literacy, a scale from 0–500 was constructed, upon which tasks of varying difficulty were placed. These scales were developed through the item response theory (IRT) scaling procedures. First, the difficulty of tasks was ranked on a scale according to how well respondents actually performed. Then, each scale was divided into five levels, reflecting the empirically determined progression of information-processing skills and strategies. Next, individuals were assigned scores between 0 and 500 according to how well they performed on a variety of tasks at different levels. Finally, the percentage of readers falling into each skill level was calculated.

A person's ability in each literacy scale can be expressed by a score, defined as the point at which he or she has an 80 percent chance of successfully performing a given task. If a person scores at level 2, it means that this individual has an 80 percent chance of successfully performing level 2 tasks and a greater than 80 percent chance of performing level 1 tasks. It does not mean, however, that individuals with low proficiency cannot succeed at tasks that are rated at higher skill levels—only that the probability of their success is relatively low. Below is a description of the three literacy scales and the tasks required at each proficiency level:

Prose literacy includes text from newspapers, magazines, and brochures accompanied by one or more questions or directives asking the reader to perform specific tasks. These tasks represent three major aspects of information processing: locating, integrating, and generating. Locating tasks require the reader to find information in the text based on conditions or features specified in the question or directive. Integrating tasks ask the reader to pull together two or more pieces of information in the text. Generating tasks ask the reader to produce a written response by processing information from the text, making text-based references, and drawing on background knowledge.

Prose Level 1 (Difficulty values 0–225). Most of the tasks at this level require the reader to locate and match a single piece of information in the text that is identical to or synonymous with the information given in the directive. If a plausible incorrect answer is present in the text, it tends not to be near the correct information.

Prose Level 2 (*Difficulty values 226–275*). Tasks at this level tend to require the reader to locate one or more pieces of information in the text; however, several distracters may be present and the reader may need to make low-level inferences. Tasks at this level also begin to ask readers to integrate two or more pieces of information, or to compare and contrast information.

Prose Level 3 (*Difficulty values 276–325*). Tasks at this level tend to direct readers to search the text to match information, requiring the reader to make low-level inferences or to locate text that meets specified conditions. Sometimes the reader is required to identify several pieces of information that are located in different sentences or paragraphs rather than search for information located in a single sentence. Readers may also be asked to integrate or to compare and contrast information across paragraphs or sections of text.

Prose Level 4 (Difficulty values 326–375). These tasks require readers to perform multiple-feature matching or to provide several responses where the requested information must be identified through text-based inferences. Tasks at this level may also require the reader to integrate or contrast pieces of information that are sometimes presented in relatively lengthy texts. Typically, these texts contain more distracting information, and the information that is requested is more abstract.

Prose Level 5 (Difficulty values 376–500). Some tasks at this level require the reader to search for information in dense text that contains a number of plausible distracters. Some tasks require readers to make high-level inferences or use specialized knowledge.

Document literacy involves using materials such as tables, schedules, charts, graphs, maps, and forms. Questions or directives associated with the various document tasks are categorized into four basic types: locating, cycling, integrating, and generating. Locating, integrating, and generating refer to the same skills as those in prose literacy. Cycling tasks require the reader to locate and match one or more features of information, but differ from locating tasks in that they require the reader to engage in a series of feature matches to satisfy conditions given in the question.

Document Level 1 (Difficulty values 0–225). Most of the tasks at this level require the reader to locate a piece of information based on a literal match. Distracting information, if present, is typically located away from the correct answer. Some tasks may direct the reader to enter personal information onto a form.

Document Level 2 (Difficulty values 226–275). Document tasks at this level are more varied. While some still require the reader to match a single feature, more distracting information may be present, and the match may require a low-level inference. Some tasks at this level may require the reader to enter information onto a form or to cycle through information in a document.

Document Level 3 (Difficulty values 276–325). Tasks at this level appear to be the most varied. Some require the reader to make identical or synonymous matches; however, these matches usually require the reader to take conditional information into account or to match multiple features of information.

Document Level 4 (Difficulty values 326–375). Tasks at this level, like those in the previous levels, ask the reader to match multiple features of information, to cycle through documents, and to integrate information; frequently, these tasks require the reader to make higher order inferences to arrive at the correct answer. Sometimes the reader must take conditional information into account.

Document Level 5 (Difficulty values 376–500). Tasks at this level require the reader to search through complex displays of information that contain multiple distracters, make high-level inferences, process conditional information, or use specialized knowledge.

Quantitative literacy involves using numbers and arithmetic operations to complete a task. These tasks require the reader to locate and extract numbers from different types of documents that contain similar but irrelevant information, infer numbers from printed directions, or calculate numbers using multiple operations.

Quantitative Level 1 (Difficulty values 0–225). Although no quantitative tasks used in the IALS fall below the score of 225, experience suggests that such tasks would require the reader to perform a single, relatively simple operation (usually addition) for which either the numbers are already entered into the given document and the operation is stipulated, or the numbers are provided and the operation does not require the reader to borrow.

Quantitative Level 2 (Difficulty values 226–275). Tasks at this level typically require readers to perform a single arithmetic operation (frequently addition or subtraction) using numbers that are easily located in the text or document. The operation to be performed may be easily inferred from the wording of the question or the format of the material (for example, a bank deposit form or an order form).

Quantitative Level 3 (Difficulty values 276–325). Tasks at this level typically require the reader to perform a single operation. However, the operations are more varied—some multiplication and division tasks are found at this level. Sometimes two or more numbers are needed to solve the problem, and the numbers are frequently embedded in more complex displays. While semantic relation terms such as "how many" or "calculate the difference" are often used, some of the tasks require the reader to make higher order inferences to determine the appropriate operation.

Quantitative Level 4 (Difficulty values 326–375). With one exception, the tasks at this level require the reader to perform a single arithmetic operation in which the quantities or the operations are not easily determined. That is, for most of the tasks at this level, the question or directive does not provide a semantic relation term such as "how many" or "calculate the difference" to help the reader.

Quantitative Level 5 (Difficulty values 376–500). Tasks at this level require readers to perform multiple operations sequentially; the reader must pull out the features of the problem from the material provided or rely on background knowledge to determine the quantities or operations needed.

SOURCE: Organization for Economic Co-operation and Development and Statistics Canada, *Literacy, Economy and Society: Results of the International Adult Literacy Survey*, 1995.

Table 22-1 Percentage of 25- to 29-year-olds who completed high school, by race/ethnicity and sex: March 1971–97

	All			White			Black			Hispanic		
March	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
1971	77.7	79.1	76.5	81.7	83.0	80.5	58.8	56.7	60.5	48.3	51.3	45.7
1972	79.8	80.5	79.2	83.4	84.1	82.7	64.1	61.7	66.0	47.6	47.1	47.9
1973	80.2	80.6	79.8	84.0	84.2	83.9	64.1	63.2	64.9	52.3	54.2	50.6
1974	81.9	83.1	80.8	85.5	86.0	85.0	68.4	71.5	65.8	54.1	55.9	52.5
1975	83.1	84.5	81.7	86.6	88.0	85.2	71.1	72.3	70.1	53.1	52.2	53.9
1976	84.7	86.0	83.5	87.7	89.0	86.4	74.0	72.8	74.9	58.1	57.6	58.4
1977	85.4	86.6	84.2	88.6	89.2	88.0	74.5	77.5	72.0	58.0	61.9	54.6
1978	85.3	86.0	84.6	88.5	88.8	88.2	77.4	78.7	76.3	56.5	58.5	54.6
1979	85.6	86.3	84.9	89.2	89.8	88.5	74.7	74.0	75.3	57.1	55.5	58.6
1980	85.4	85.4	85.5	89.2	89.1	89.2	76.7	74.8	78.3	57.9	57.0	58.8
1981	86.3	86.5	86.1	89.8	89.7	89.9	77.6	78.8	76.6	59.8	59.1	60.4
1982	86.2	86.3	86.1	89.1	89.1	89.1	81.0	80.4	81.5	61.0	60.6	61.2
1983	86.0	86.0	86.0	89.3	89.3	89.3	79.5	79.0	79.9	58.4	57.8	58.9
1984	85.9	85.6	86.3	89.4	89.4	89.4	79.1	75.9	81.7	58.6	56.7	60.1
1985	86.2	85.9	86.4	89.5	89.2	89.9	80.5	80.6	80.5	61.0	58.6	63.1
1986	86.1	85.9	86.4	89.6	88.7	90.4	83.5	86.4	81.0	59.1	58.2	60.0
1987	86.0	85.5	86.4	89.4	88.9	90.0	83.5	84.5	82.6	59.8	58.6	61.0
1988	85.9	84.7	87.1	89.7	88.4	90.9	80.9	80.9	80.9	62.3	59.9	64.8
1989	85.5	84.4	86.5	89.3	88.2	90.4	82.3	80.5	83.8	61.0	61.0	61.1
1990	85.7	84.4	87.0	90.1	88.6	91.6	81.8	81.4	82.0	58.2	56.6	59.9
1991	85.4	84.9	85.8	89.8	89.2	90.5	81.8	83.6	80.1	56.7	56.4	57.2
High school diploma or equivalency certificate												
1992	86.3	86.1	86.5	90.6	90.3	91.1	80.9	82.7	79.3	60.9	61.1	60.6
1993	86.7	86.0	87.4	91.2	90.7	91.8	82.7	84.8	80.8	60.9	58.2	63.9
1994	86.1	84.5	87.6	91.1	90.0	92.3	84.1	82.8	85.3	60.3	58.0	63.0
1995	86.9	86.3	87.4	92.5	92.0	93.0	86.8	88.4	85.3	57.2	55.7	58.7
1996	87.3	86.5	88.1	92.6	92.0	93.1	86.0	87.9	84.5	61.1	59.7	62.9
1997	87.4	85.8	88.9	92.9	91.7	94.0	86.9	85.8	87.8	61.8	59.2	64.8

NOTE: The Current Population Survey (CPS) questions used to obtain educational attainment were changed in 1992. The category "high school diploma or equivalency certificate" includes those who have a high school diploma or an equivalency certificate. See the supplemental note to this indicator for further discussion. Included in total but not shown separately are other racial/ethnic groups.

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys, various years.

Table 22-2 Percentage of 25- to 29-year-old high school completers with 1 or more years of college, by race/ethnicity and sex: March 1971–97

March	All			White			Black			Hispanic		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
1971	43.6	48.7	38.4	44.9	50.2	39.5	30.9	29.0	32.2	30.6	38.3	22.8
1972	45.1	50.7	39.5	46.3	52.3	40.2	33.3	31.7	34.6	32.1	37.2	28.3
1973	45.3	51.4	39.4	46.6	53.0	40.2	33.5	33.5	33.5	31.6	39.4	24.5
1974	48.9	53.8	44.1	50.4	55.6	45.2	35.4	36.9	34.1	39.2	44.1	34.5
1975	50.1	56.0	44.1	51.2	57.3	44.9	38.7	41.0	36.8	41.1	50.4	32.6
1976	52.1	58.2	46.0	53.8	60.1	47.4	37.2	40.5	34.7	36.3	42.3	31.2
1977	53.2	58.0	48.5	54.8	59.9	49.7	41.7	44.2	39.6	41.1	42.6	39.5
1978	54.4	59.3	49.6	55.9	61.4	50.3	44.9	45.2	44.4	43.6	47.2	40.1
1979	54.1	57.7	50.6	55.7	59.4	51.9	41.7	40.7	42.5	44.0	50.7	38.0
1980	52.3	55.8	49.0	53.8	57.3	50.3	42.3	43.6	41.3	39.9	45.5	34.7
1981	50.1	52.7	47.5	51.2	54.1	48.3	42.5	43.0	42.2	39.6	41.7	37.7
1982	49.9	51.5	48.3	50.7	52.2	49.1	45.8	47.4	44.6	39.6	40.6	38.7
1983	50.6	52.1	49.0	51.6	53.4	49.7	41.6	42.0	41.2	42.9	41.1	44.6
1984	50.1	50.9	49.3	51.0	51.7	50.3	41.6	41.6	41.7	45.6	47.5	44.0
1985	50.8	51.5	50.1	51.8	52.5	51.2	42.7	42.4	42.9	44.2	45.9	42.9
1986	51.0	51.4	50.8	52.3	52.8	51.8	43.4	41.5	45.2	42.9	42.8	43.0
1987	50.7	50.4	51.0	51.4	51.5	51.4	43.0	38.4	47.0	44.6	46.3	43.1
1988	50.8	51.6	50.1	51.8	52.4	51.2	41.2	42.9	39.7	44.9	44.3	45.6
1989	51.3	52.0	50.5	52.8	53.4	52.2	42.1	42.2	41.9	44.3	44.8	43.9
1990	52.0	51.8	52.1	53.6	53.4	53.8	44.1	43.0	45.0	40.1	40.4	39.8
1991	53.1	52.3	53.8	54.9	54.7	55.1	43.2	38.3	47.7	42.2	40.9	43.4
Some college												
1992	56.7	56.0	57.4	58.8	58.3	59.2	44.7	42.3	46.9	46.8	44.5	49.6
1993	58.9	57.6	60.1	61.0	60.3	61.6	48.4	43.6	52.5	48.8	46.1	51.9
1994	60.5	58.9	62.0	62.7	61.0	64.3	49.6	48.7	50.3	51.5	48.3	55.0
1995	62.2	60.6	63.9	64.6	62.6	66.7	52.0	51.2	52.5	50.3	48.0	52.7
1996	64.7	63.1	66.3	67.0	65.5	68.4	55.9	54.5	57.1	50.9	47.0	55.6
1997	65.4	64.0	66.8	68.2	66.9	69.5	53.7	50.2	56.5	53.9	51.9	56.1

NOTE: The Current Population Survey (CPS) questions used to obtain educational attainment were changed in 1992. The category "some college" includes those with an associate degree or vocational certificate. See the supplemental note to this indicator for further discussion. Included in total but not shown separately are other racial/ethnic groups.

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

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Table 22-3 Percentage of 25- to 29-year-old high school completers with 4 or more years of college, by race/ethnicity and sex: March 1971–97

	All			White			Black			Hispanic		
March	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
1971	22.0	25.8	18.1	23.1	27.0	19.1	11.5	12.1	10.9	10.5	15.4	5.8
1972	23.7	27.3	20.2	24.9	28.6	21.1	13.1	11.6	14.3	7.8	9.5	6.4
1973	23.6	26.8	20.5	24.8	28.3	21.3	12.7	11.3	13.8	10.8	12.4	9.7
1974	25.3	28.7	21.8	27.2	31.1	23.2	11.5	12.3	11.0	10.1	8.9	11.2
1975	26.3	29.7	22.9	27.5	31.1	23.7	14.7	15.3	14.2	16.6	19.7	13.4
1976	28.0	32.0	24.1	29.3	33.5	25.0	17.6	16.5	18.6	12.7	17.9	8.2
1977	28.1	31.2	25.1	29.8	33.4	26.3	16.9	16.5	17.3	11.5	11.3	11.7
1978	27.3	30.2	24.4	28.9	32.6	25.3	15.2	13.6	16.5	17.1	16.4	17.9
1979	27.0	29.9	24.2	28.6	31.6	25.5	16.6	17.8	15.7	12.9	14.2	11.4
1980	26.3	28.1	24.5	28.0	30.1	26.0	15.0	14.0	15.8	13.2	15.0	11.8
1981	24.7	26.6	22.8	26.3	28.4	24.2	14.9	15.4	14.5	12.5	14.4	10.9
1982	25.2	26.9	23.4	26.7	28.8	24.6	15.6	14.6	16.4	15.9	17.8	14.2
1983	26.2	27.8	24.6	27.4	29.4	25.4	16.2	16.5	15.9	17.8	16.8	18.8
1984	25.5	27.1	24.0	27.0	28.5	25.4	14.8	17.1	13.0	18.1	17.0	19.2
1985	25.7	26.9	24.6	27.3	28.6	26.0	14.4	12.9	15.6	18.2	18.6	17.7
1986	26.0	26.7	25.3	28.1	29.1	27.1	14.2	11.9	16.3	15.3	15.4	15.2
1987	25.6	26.1	25.2	27.6	28.0	27.1	13.8	14.0	13.6	14.5	15.7	13.4
1988	26.4	27.6	25.2	28.0	29.1	26.9	14.8	15.3	14.4	18.1	19.8	16.3
1989	27.3	28.3	26.5	29.5	30.5	28.5	15.4	15.0	15.6	16.5	15.7	17.2
1990	27.1	28.0	26.2	29.3	30.0	28.6	16.4	18.6	14.5	14.0	12.9	15.2
1991	27.2	27.0	27.3	29.7	29.7	29.8	13.4	13.7	13.1	16.3	14.4	18.1
						Bachelor's degree or higher						
1992	27.3	26.9	27.8	30.0	29.5	30.4	13.7	14.2	13.2	15.6	14.3	17.0
1993	27.3	27.2	27.4	29.8	30.0	29.5	16.1	14.8	17.2	13.6	12.1	15.3
1994	27.0	26.6	27.4	29.7	29.8	29.6	16.2	14.0	17.9	13.3	11.3	15.5
1995	28.4	28.4	28.5	31.2	30.9	31.4	17.8	19.7	16.1	15.5	14.0	17.1
1996	31.1	30.2	32.0	34.1	33.6	34.7	17.0	13.9	19.6	16.4	17.1	15.6
1997	31.8	30.7	32.9	35.2	34.1	36.2	16.4	13.7	18.5	17.8	16.1	19.6

NOTE: The Current Population Survey (CPS) questions used to obtain educational attainment were changed in 1992. The category "bachelor's degree or higher" includes those with an advanced degree. See the supplemental note to this indicator for further discussion. Included in total but not shown separately are other racial/ethnic groups.

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

Note to Indicator 22: Educational attainment

The Current Population Survey (CPS) questions on educational attainment, which were used in the analyses for *Indicators 22, 31, 32*, and others, were changed in 1992. Before 1992, the educational attainment questions were 1) "What is the highest grade or year of regular school...has ever attended?" and 2) "Did...complete the grade?" There were 19 response categories for grades 1–8, first through fourth year of high school, and first through sixth year of college.

For example, if respondents attended grade 12 but did not complete it, it was assumed that they had completed grade 11. If the highest grade respondents had completed was grade 9, 10, or 11, they were classified as high school dropouts. If respondents had completed grade 12 or more, they were considered to have completed high school. If they had completed 4 or more years of college, they were considered to have completed college.

Beginning in 1992, the two questions on educational attainment were changed to a single question: "What is the highest level of school...has completed or the highest degree...has received"? In the new response categories, several of the lower education levels were collapsed into a single summary category such as "1st, 2nd, 3rd, or 4th grades." At the high school level, a new category, "12th grade, no diploma," was added. The categories for high school completion and beyond were changed as follows:

- High school graduate
- High school diploma or equivalent (e.g., GED)
- Some college but no degree
- Associate degree in college, academic program
- Associate degree in college, occupational or vocational program
- Bachelor's degree (e.g., B.A., A.B., B.S.)
- Master's degree (e.g., M.A., M.S., M.Eng., M.Ed., M.S.W., M.B.A.)
- Professional school degree (e.g., M.D., D.D.S., D.V.M., L.L.B., J.D.)
- Doctor's degree (e.g., Ph.D., Ed.D.)

The new question puts more emphasis on credentials received beginning at the high school level and less emphasis on the last grade level attended or completed in college if that attendance did not lead to a credential.

This change created some uncertainty about the comparability of measures, such as high school completion rates and college completion rates over time. Below is a discussion of the possible effects the new question may have on high school and college completion rates.

High school completion: The earlier educational attainment question did not explicitly address high school equivalency certificates. Therefore, it is possible that an individual who attended grade 10, dropped out without completing that grade, and later took the GED test and received a high school equivalency credential would not have been counted as completing high school. The new question, however, explicitly treats these individuals as having completed high school. Since 1988, an additional question has been added to the October CPS to explicitly ask respondents whether they had taken the GED. The vast majority of those who responded "yes" were classified as high school completers using the educational attainment question.

The earlier educational attainment question treated individuals who completed grade 12 as high school completers. However, the new question added a new response category called "12th grade, no diploma," and these respondents were not treated as having completed high school—historically, the number of individuals in this category has been very small. In summary, it appears that the question change has had minor effects on measured high school completion rates.

College completion: With the increasing prevalence of individuals taking more than 4 years to earn a bachelor's degree, some researchers are concerned that the college completion rate based on the category "4th year or higher of college completed" would overstate the bachelor's degree (or higher) completion rate. However, the college completion rates among those ages 25–29 in 1992 and 1993 using the new CPS question were very similar to the completion rates for those in 1990 and 1991 using the old questions. In summary, it appears that the question change has had very little effect on measured college completion rates.

Some college: With the new question, someone who attends college for only a few months would respond "some college," but with the old question they would have responded "attended first year of college and did not complete it." In the past, the calculation of the percentage of the population with

1–3 years of college excluded these individuals. With the new question, the information to exclude them is not available, and those respondents with only a few months of college are included in the "some college" category. In principle, the percentage of individuals with "some college" or an associate degree would be expected to be larger than the percentage with 1–3 years of college. Therefore, it would not be accurate to make comparisons between the percentage of those with "some college or an associate degree" using the new question and the percentage of those who completed "1–3 years of college" using the old question.

Indicators 31 and *32* use labor force statistics for the civilian population and annual median earnings for wage and salary workers with different levels of educational attainment. The discussion above suggests that the "high school completer" category based on the new item is larger than before, because it includes all those with an equivalency certificate; however, it is actually smaller than before because it excludes those who completed "12th grade, no diploma" and those with only a few months of college. The latter group is now included in the "1–3 years of college" category.

Nevertheless, the employment and earnings of the respondents who have been added and dropped from each category are similar; therefore, the net effect of the misclassification on employment rates and average annual earnings is likely to be minor. For this reason, it is still useful to compare the employment rates and median annual earnings of recent cohorts with "some college or an associate degree" to older cohorts who completed "1–3 years of college."

For further information on this issue, see Robert Kominski and Paul M. Siegel, "Measuring Education in the Current Population Survey," *Monthly Labor Review*, September 1993.

Table 23-1 Percentage of the population who completed secondary and higher education, by sex, country, and age: 1995

	Total		Male		Female	
Country	Secondary education[1]	Higher education	Secondary education[1]	Higher education	Secondary education[1]	Higher education
			25–64 years old			
Large industrialized countries						
Canada	75.2	17.0	74.9	18.4	75.5	15.6
France	68.4	10.7	72.8	11.8	64.2	9.6
Germany	83.7	12.9	89.6	16.1	77.6	9.6
Italy	34.9	7.9	36.7	8.8	33.2	7.0
Japan[2]	69.7	13.3	70.9	21.5	68.5	5.2
United Kingdom	75.9	12.4	81.4	15.4	70.5	9.4
United States	85.8	25.3	85.3	27.7	86.3	23.0
Other countries						
Australia	52.8	13.8	63.7	14.6	41.9	12.9
Austria	69.5	5.9	77.0	7.4	61.8	4.3
Belgium	53.5	11.0	54.3	13.9	52.6	8.1
Czech Republic	83.4	10.6	90.1	13.1	76.7	8.2
Denmark	65.5	15.0	69.5	15.6	61.3	14.3
Finland	65.4	11.5	64.5	13.1	66.2	9.9
Greece	42.5	11.5	45.0	13.0	40.2	10.1
Ireland	47.2	10.1	43.6	11.3	50.7	8.8
Korea	59.8	18.1	69.5	23.9	49.8	12.2
Luxembourg[3]	29.3	11.4	33.5	14.7	25.0	8.1
Netherlands	61.2	22.0	66.8	24.9	55.5	18.9
New Zealand	59.1	10.2	64.2	12.0	54.0	8.5
Norway	81.2	17.6	81.6	18.2	80.7	17.0
Poland	73.7	9.9	76.3	10.1	71.2	9.8
Portugal	20.1	7.5	19.6	7.9	20.5	7.1
Spain	28.0	11.8	30.3	12.0	25.8	11.6
Sweden	74.7	14.3	73.0	15.0	76.4	13.6
Switzerland	82.2	8.8	88.7	11.9	75.8	5.7
Turkey	23.0	8.4	25.7	9.7	19.5	6.6
			25–34 years old			
Large industrialized countries						
Canada	83.9	19.5	82.4	19.2	85.4	19.7
France	85.5	14.0	87.3	13.7	83.8	14.3
Germany	88.9	12.5	91.0	13.7	86.7	11.3
Italy	49.1	8.2	46.9	7.8	51.2	8.6
Japan[2]	90.6	22.9	89.3	34.2	91.8	11.5
United Kingdom	86.1	14.8	87.5	16.3	84.7	13.1
United States	87.1	25.0	86.1	25.1	88.2	24.9

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Table 23-1 Percentage of the population who completed secondary and higher education, by sex, country, and age: 1995—Continued

Country	Total: Secondary education[1]	Total: Higher education	Male: Secondary education[1]	Male: Higher education	Female: Secondary education[1]	Female: Higher education
			25–34 years old			
Other countries						
Australia	57.4	14.3	66.8	14.2	48.2	14.5
Austria	80.6	6.5	84.8	7.3	76.0	5.6
Belgium	69.8	14.8	67.4	15.8	72.3	13.7
Czech Republic	91.3	11.8	92.4	13.3	90.1	10.2
Denmark	73.6	15.2	73.6	14.6	73.5	15.8
Finland	82.7	12.8	81.0	13.5	84.6	12.1
Greece	63.9	15.5	62.9	14.0	64.8	16.8
Ireland	63.7	13.0	58.6	13.0	68.9	13.0
Korea	86.5	28.8	89.1	33.6	83.7	23.8
Luxembourg[3]	32.3	11.5	32.8	13.0	31.8	9.9
Netherlands	70.3	24.5	70.0	24.8	70.7	24.2
New Zealand	63.9	11.8	67.6	13.9	60.4	9.8
Norway	88.4	19.9	87.1	17.4	89.8	22.4
Poland	88.2	9.9	87.1	9.1	89.4	10.8
Portugal	31.0	10.0	27.2	8.6	34.6	11.3
Spain	47.2	17.9	45.6	15.2	48.8	20.6
Sweden	88.0	12.6	86.8	12.6	89.2	12.5
Switzerland	88.4	9.8	91.3	12.0	85.3	7.5
Turkey	26.4	7.5	30.1	8.2	22.5	6.8
			35–44 years old			
Large industrialized countries						
Canada	80.5	17.9	79.3	18.8	81.6	16.9
France	74.4	11.1	79.1	12.1	69.8	10.1
Germany	87.8	16.4	91.6	19.5	83.9	13.2
Italy	42.5	10.6	44.2	11.5	40.8	9.8
Japan[2]	77.0	14.5	77.0	23.6	77.0	5.4
United Kingdom	80.2	14.7	85.1	18.3	75.3	11.1
United States	88.4	26.6	87.6	28.0	89.1	25.3
Other countries						
Australia	54.5	16.5	66.9	17.5	42.2	15.5
Austria	73.1	7.4	80.5	9.1	65.3	5.6
Belgium	57.7	11.9	57.5	15.3	57.9	8.5
Czech Republic	85.6	11.1	91.2	13.3	80.0	8.8
Denmark	69.8	17.6	74.1	17.3	65.3	17.8
Finland	73.6	13.3	71.3	14.4	75.9	12.1
Greece	50.2	14.2	51.8	16.4	48.6	12.2
Ireland	51.0	10.8	47.6	12.5	54.3	9.2
Korea	60.6	16.5	71.2	23.5	49.3	9.0
Luxembourg[3]	33.5	14.0	37.8	17.5	29.0	10.4
Netherlands	65.3	24.8	70.0	27.9	60.3	21.6
New Zealand	63.8	11.5	67.7	12.8	59.9	10.3
Norway	85.6	21.2	85.3	21.3	85.9	21.0
Poland	81.7	9.7	82.1	9.5	81.3	9.9
Portugal	24.0	9.8	22.9	10.2	24.9	9.5
Spain	32.0	13.7	34.7	13.7	29.3	13.7
Sweden	80.5	15.8	77.6	17.0	83.5	14.6
Switzerland	84.5	10.4	89.1	13.2	79.8	7.5
Turkey	23.2	9.1	26.9	10.9	18.2	6.6

Table 23-1 Percentage of the population who completed secondary and higher education, by sex, country, and age: 1995—Continued

Country	Total		Male		Female	
	Secondary education[1]	Higher education	Secondary education[1]	Higher education	Secondary education[1]	Higher education
			45–54 years old			
Large industrialized countries						
Canada	71.4	17.3	72.0	20.0	70.8	14.5
France	62.0	10.2	67.2	12.3	56.7	8.2
Germany	83.8	13.9	90.1	18.9	77.3	8.8
Italy	27.8	7.9	31.9	9.4	23.8	6.4
Japan[2]	59.6	9.1	62.4	15.8	56.9	2.5
United Kingdom	71.6	10.9	78.8	14.9	64.4	6.9
United States	86.2	28.0	86.1	32.7	86.4	23.6
Other countries						
Australia	51.5	13.5	62.3	14.5	40.3	12.4
Austria	65.8	5.4	74.1	7.7	57.5	3.1
Belgium	47.4	10.0	50.2	14.0	44.5	5.9
Czech Republic	82.5	10.6	90.3	13.2	75.0	8.0
Denmark	64.3	15.2	68.9	17.0	59.5	13.3
Finland	58.6	11.8	57.6	14.2	59.6	9.4
Greece	33.7	10.1	37.7	12.4	29.8	7.9
Ireland	36.3	8.7	33.6	10.8	39.1	6.5
Korea	39.1	10.6	53.0	15.7	24.7	5.3
Luxembourg[3]	27.8	12.4	34.3	17.2	21.2	7.4
Netherlands	55.9	21.0	64.8	25.8	46.5	15.9
New Zealand	54.8	9.5	61.1	11.7	48.4	7.3
Norway	78.9	16.3	79.6	19.0	78.0	13.3
Poland	67.9	11.7	71.7	12.4	64.2	11.1
Portugal	15.9	6.1	17.1	7.4	14.8	5.0
Spain	17.9	8.9	22.5	11.1	13.4	6.8
Sweden	68.6	16.5	66.5	17.2	70.8	15.8
Switzerland	79.4	7.9	88.0	12.2	70.8	3.7
Turkey	20.5	10.3	22.7	12.0	16.7	7.4

[1] Includes individuals who had completed at least secondary education.

[2] Data are for 1989.

[3] Data are for 1996.

NOTE: In the United States, completing secondary education is defined as graduating from high school or earning a GED; completing higher education is defined as earning a bachelor's degree or higher.

SOURCE: Organization for Economic Co-operation and Development, INES Project, International Indicators Project.

Table 24-1 Percentage distribution of 16- to 24-year-olds, by recency of migration and race/ethnicity: October 1996

Recency of migration	Total	Hispanic				Non-Hispanic			
		Total	Puerto Rican	Mexican	Other Hispanic	Total*	White	Black	Asian/Pacific Islander
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Born outside 50 states/D.C.	11.5	41.5	26.7	42.3	46.0	6.6	3.4	5.6	59.5
First generation	10.3	34.1	61.4	28.8	37.4	6.3	5.5	3.1	31.1
Later generation	78.2	24.4	11.8	28.9	16.6	87.0	91.1	91.3	9.4

* Due to relatively small sample sizes, American Indian/Alaskan Natives are included in the total but are not shown separately.

NOTE: Details may not add to 100 due to rounding. People born in Puerto Rico and the U.S. territories are grouped with those born in other countries. Individuals are classified as first generation if they were born in one of the 50 states or Washington D.C. and at least one of their parents was not. Later generation includes those who were born in one of the 50 states or Washington D.C., as were both of their parents.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Survey, 1996.

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Table 25-1 Percentage of students in grades 6–12 who participated or planned to participate in community service, by selected characteristics: 1996

Selected characteristics	Participated in community service[1] Total	Regular participation	One or two times	Will participate before the end of the school year[2]	Plan to do community service next year
Total	**49.1**	**25.6**	**23.4**	**31.1**	**80.5**
Control of school					
Public	47.4	24.4	22.9	32.1	79.8
Assigned	46.9	23.9	23.0	32.2	79.6
Chosen	50.1	27.8	22.3	31.7	80.7
Private	65.9	37.5	28.4	21.6	87.2
Church-related	68.6	40.1	28.5	20.2	87.7
Not church-related	56.6	28.5	28.1	26.3	85.4
School policy[3]					
School required and arranged community service	56.3	29.5	26.8	32.5	86.8
School only required community service	18.9	8.7	10.2	61.1	75.7
School only arranged community service	52.1	27.3	24.8	28.9	81.2
School did not require or arrange community service	29.6	15.2	14.3	36.8	70.0
Student activities					
Student involved in student government					
Yes	69.9	41.9	28.0	21.2	89.2
No	46.8	23.6	23.3	32.2	79.0
Student involved in other school activities					
Yes	57.3	30.9	26.3	27.7	84.6
No	31.6	14.3	17.2	38.4	71.7
Student involved in non-school activities					
Yes	59.8	32.1	27.7	25.9	86.1
No	30.9	14.7	16.2	39.9	70.8
Student worked for pay					
Yes	55.7	30.1	25.6	27.3	81.4
No	42.9	21.4	21.5	34.7	79.6

[1] Data were collected from January 2, 1996 through April 13, 1996. Any student who reported participating in at least one activity more than twice during the school year was classified as a regular participant. Students may have participated in multiple activities without being classified as regular participants if no individual activity was performed more than twice. The percentages were calculated based on all students in school in grades 6–12, not just those who participated or planned to participate in community service.

[2] Only students who had performed no community service by the time of the interview were asked if they had plans to participate.

[3] For schools that required students to participate in community service, students must have completed the community service before graduation.

NOTE: Ungraded students or children who were home schooled were not included in this analysis. Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), 1996 (Youth Civic Involvement Component).

Table 25-2 Percentage of students in grades 6–12 who participated or planned to participate in community service, by selected student characteristics: 1996

Student characteristics	Participated in community service[1]			Will participate before the end of the school year[2]	Plan to do community service next year
	Total	Regular participation	One or two times		
Total	**49.1**	**25.6**	**23.4**	**31.1**	**80.5**
Grade level					
6–8	47.4	23.0	24.4	34.1	84.4
9–10	45.4	23.6	21.8	34.5	82.9
11–12	56.1	32.4	23.7	22.3	71.1
Sex					
Male	45.3	22.3	22.9	31.7	75.6
Female	53.1	29.1	24.0	30.5	85.6
Race/ethnicity[3]					
White	52.6	27.4	25.2	27.8	80.8
Black	42.8	22.0	20.9	39.1	79.1
Hispanic	38.0	20.6	17.5	40.0	81.2
Household income					
$10,000 or less	37.0	18.9	18.2	40.8	76.4
10,001–20,000	43.6	21.3	22.2	35.9	80.3
20,001–30,000	45.5	24.4	21.1	32.2	76.9
30,001–40,000	46.5	24.3	22.2	33.1	78.8
40,001–50,000	52.7	26.2	26.5	27.6	81.4
50,001 or more	57.7	31.1	26.6	25.2	84.3
Parents' highest education level					
Less than high school diploma	33.8	15.4	18.4	43.5	78.8
High school diploma or GED	42.1	22.3	19.8	35.5	76.5
Some college/vocational/technical	48.4	25.4	23.0	30.5	79.4
Bachelor's degree	58.0	29.2	28.7	25.7	83.5
Graduate/professional school	64.3	35.2	29.1	21.6	88.2
Family structure					
Two biological or adoptive parents	52.7	27.9	24.8	28.7	82.4
One biological or adoptive parent	43.0	22.7	20.3	33.5	76.7
One biological/adoptive and one step parent	47.1	23.3	23.8	34.9	79.7
Other relatives	44.3	20.3	24.0	36.6	79.8
Language spoken most frequently at home by student					
English	50.2	26.3	23.9	30.2	80.5
Other	31.8	15.3	16.4	44.8	80.9
Any adult in the household who performs community service					
Yes	57.5	31.7	25.8	28.4	86.4
No	39.4	18.7	20.8	34.2	73.7

[1] Data were collected from January 2, 1996 through April 13, 1996. Any student who reported participating in at least one activity more than twice during the school year was classified as a regular participant. Students may have participated in multiple activities without being classified as regular participants if no individual activity was performed more than twice. The percentages were calculated based on all students in school in grades 6–12, not just those who participated or planned to participate in community service.

[2] Only students who had performed no community service by the time of the interview were asked if they had plans to participate.

[3] Included in the totals but not shown separately are students from other racial/ethnic groups.

NOTE: Ungraded students or students who were home schooled were not included in this analysis. Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), 1996 (Youth Civic Involvement Component).

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Table 26-1 Average years of study public school districts required in core subjects[1] for high school graduation and percentage of public school districts with graduation requirements at or above NCEE recommendations,[2] by subject and state: School year 1993–94

	English		Mathematics		Science		Core subjects	
State	Average years required	Percentage requiring 4 or more years	Average years required	Percentage requiring 3 or more years	Average years required	Percentage requiring 3 or more years	Average years required	Percentage meeting NCEE recommendations[3]
United States	**3.9**	**85.2**	**2.5**	**44.8**	**2.2**	**25.2**	**11.5**	**19.8**
Alabama	4.0	100.0	2.5	37.6	2.3	28.2	12.0	26.0
Alaska	4.0	100.0	2.6	57.4	2.3	30.8	12.0	28.7
Arizona	4.0	100.0	2.3	22.0	2.0	11.7	11.3	8.9
Arkansas	4.0	99.4	2.9	86.3	2.6	60.4	12.3	43.2
California	3.7	68.4	2.3	24.8	2.1	8.4	11.4	5.0
Colorado	3.8	78.5	2.5	44.2	2.3	27.0	11.5	24.9
Connecticut	4.0	100.0	3.0	92.7	2.2	23.1	12.1	22.1
Delaware	4.0	100.0	2.4	41.2	2.0	11.8	11.6	11.8
District of Columbia	4.0	100.0	2.0	0.0	3.5	100.0	11.5	0.0
Florida	4.0	100.0	3.0	98.5	3.0	94.1	13.1	90.4
Georgia	4.0	96.6	2.6	56.9	2.5	49.4	12.1	39.4
Hawaii	4.0	100.0	3.0	100.0	3.0	100.0	14.0	100.0
Idaho	4.0	98.0	2.4	28.9	2.3	21.2	11.6	18.3
Illinois	3.4	31.2	2.2	17.5	1.9	16.0	9.7	6.8
Indiana	4.0	98.2	2.2	18.0	2.1	8.8	10.7	6.0
Iowa	3.6	46.1	2.3	26.4	2.2	23.2	11.1	11.5
Kansas	4.0	99.6	2.3	29.2	2.2	18.1	11.5	14.9
Kentucky	4.0	100.0	2.9	91.2	2.2	26.3	11.5	14.3
Louisiana	4.0	100.0	3.0	100.0	3.0	96.6	13.0	94.7
Maine	4.0	100.0	2.5	44.1	2.2	19.6	11.1	17.3
Maryland	4.0	100.0	3.0	100.0	2.4	35.7	12.5	35.7
Massachusetts	3.9	95.3	2.5	47.3	2.2	28.8	11.2	26.8
Michigan	3.5	51.2	2.2	17.6	2.0	11.8	10.6	4.5
Minnesota	4.0	100.0	2.3	32.3	2.1	20.0	11.8	17.1
Mississippi	4.0	99.3	2.5	42.9	2.4	32.2	11.7	27.5
Missouri	3.2	20.9	2.2	19.8	2.1	13.7	10.3	5.0
Montana	4.0	100.0	2.2	17.6	2.1	13.2	10.9	7.8
Nebraska	3.9	90.9	2.5	42.5	2.2	23.0	11.8	17.1
Nevada	4.0	100.0	2.3	29.4	2.1	11.8	10.8	0.0
New Hampshire	4.0	97.8	2.2	17.0	2.1	4.6	10.8	2.8
New Jersey	4.0	99.2	3.0	96.3	2.2	18.0	12.1	18.0
New Mexico	4.0	100.0	2.9	92.8	2.1	17.0	12.0	13.4
New York	4.0	100.0	2.1	8.4	2.0	6.8	12.0	5.1
North Carolina	3.9	97.1	2.7	63.1	2.5	51.3	11.8	45.0
North Dakota	4.0	97.0	2.4	40.7	2.3	27.7	11.7	23.0

Table 26-1 Average years of study public school districts required in core subjects[1] for high school graduation and percentage of public school districts with graduation requirements at or above NCEE recommendations,[2] by subject and state: School year 1993–94—Continued

	English		Mathematics		Science		Core subjects	
State	Average years required	Percentage requiring 4 or more years	Average years required	Percentage requiring 3 or more years	Average years required	Percentage requiring 3 or more years	Average years required	Percentage meeting NCEE recommendations[3]
Ohio	3.7	71.4	2.2	18.8	1.6	9.8	10.2	4.5
Oklahoma	4.0	100.0	2.4	35.3	2.3	26.8	11.3	15.5
Oregon	3.9	92.8	2.1	7.6	2.0	3.6	11.2	6.3
Pennsylvania	4.0	98.6	3.2	98.1	3.0	90.8	13.7	90.1
Rhode Island	4.0	100.0	2.3	25.2	2.2	13.0	10.7	6.9
South Carolina	4.0	100.0	3.0	97.8	2.1	17.6	12.0	14.0
South Dakota	4.0	100.0	2.4	35.4	2.3	29.7	11.7	19.3
Tennessee	4.0	98.8	2.4	40.6	2.2	21.6	10.7	9.8
Texas	4.0	99.5	3.0	97.2	2.3	29.4	12.3	25.1
Utah	3.7	69.8	2.4	40.6	2.3	29.7	10.9	6.3
Vermont	4.0	100.0	3.0	79.1	2.4	53.0	12.3	51.4
Virginia	4.0	100.0	2.5	45.2	2.3	31.1	11.8	30.0
Washington	3.8	74.2	2.2	22.2	2.1	11.7	11.3	8.4
West Virginia	3.9	98.1	2.4	35.9	2.1	11.5	11.5	9.6
Wisconsin	4.0	96.4	2.2	17.3	2.1	11.4	11.3	6.8
Wyoming	3.8	81.7	2.5	45.1	2.3	35.6	11.5	24.2

[1] Core subjects include English, mathematics, science, and social studies. Data for social studies are included in the totals but are not shown separately.

[2] The National Commission on Excellence in Education (NCEE) recommends that students complete 4 years of English, 3 years of mathematics, 3 years of science, and 3 years of social studies.

[3] "Percentage meeing NCEE recommendations" refers to a combination of the required years students must take the four core subjects: 4 years of English, 3 years of mathematics, 3 years of science, and 3 years of social studies, which adds to a total of 13 years.

NOTE: Public school districts with curriculum requirements for 3-year programs were excluded from this analysis (1 percent of all districts).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (Teacher Demand and Shortage Questionnaire), 1993–94.

Table 26-2 Average years of study public school districts required in core subjects[1] for high school graduation and percentage of public school districts with graduation requirements at or above NCEE recommendations,[2] by subject and selected district characteristics: School years 1987–88, 1990–91, and 1993–94

District characteristics	English		Mathematics		Science		Core subjects	
	Average years required	Percentage requiring 4 or more years	Average years required	Percentage requiring 3 or more years	Average years required	Percentage requiring 3 or more years	Average years required	Percentage meeting NCEE recommendations[3]
				School year 1993–94				
Total	**3.9**	**85.2**	**2.5**	**44.8**	**2.2**	**25.2**	**11.5**	**19.8**
Metropolitan status								
Urban area	3.9	88.0	2.5	50.0	2.1	20.7	11.4	18.2
Outside urban area	3.8	84.1	2.5	44.1	2.2	23.6	11.5	20.0
Rural area	3.9	85.7	2.5	44.9	2.2	26.6	11.5	19.8
Percentage of students eligible for free or reduced-price lunch								
0–5	3.9	86.9	2.5	46.1	2.1	22.8	11.3	17.7
6–20	3.8	79.0	2.4	35.0	2.1	20.6	11.3	15.4
21–40	3.9	85.5	2.4	40.7	2.2	23.7	11.5	18.6
41 or more	3.9	88.2	2.6	53.3	2.3	29.0	11.7	23.4
Percentage of minority students enrolled								
Less than 5	3.8	79.8	2.4	36.0	2.2	24.7	11.3	17.8
5–19	3.9	87.1	2.5	43.4	2.2	22.8	11.5	18.3
20–49	3.9	91.6	2.6	56.9	2.2	26.8	11.7	22.8
50 or more	3.9	92.5	2.7	64.2	2.3	30.2	12.0	26.7
				School year 1990–91				
Total	**3.8**	**[4]82.5**	**[4]2.4**	**[4]40.3**	**2.1**	**[4]21.5**	**11.2**	**[4]15.2**
Metropolitan status								
Urban area	3.8	83.2	2.5	50.2	2.1	22.7	11.3	18.5
Outside urban area	3.8	82.2	2.4	39.9	2.1	20.8	11.3	15.8
Rural area	3.8	82.6	2.4	39.8	2.1	21.9	11.2	14.5
Percentage of minority students enrolled								
Less than 5	3.7	71.9	2.3	30.2	2.1	18.8	11.0	9.6
5–19	3.8	78.9	2.4	36.4	2.1	21.0	11.2	13.2
20–49	3.8	83.8	2.4	35.7	2.1	22.2	11.2	17.3
50 or more	3.8	87.6	2.5	46.8	2.1	22.6	11.3	17.5
				School year 1987–88				
Total	**3.8**	**80.0**	**2.4**	**34.6**	**2.0**	**17.2**	**11.0**	**12.3**
Percentage of students eligible for free or reduced-price lunch								
0–5	3.8	83.0	2.3	30.8	2.0	16.8	11.0	14.0
6–20	3.7	76.1	2.3	29.2	2.0	15.2	10.8	10.7
21–40	3.8	78.6	2.3	33.8	2.0	16.1	11.0	12.0
41 or more	3.9	87.0	2.5	46.5	2.1	22.2	11.3	14.8
Percentage of minority students enrolled								
Less than 5	3.7	75.4	2.3	27.7	2.0	15.8	10.8	11.3
5–19	3.8	82.3	2.4	34.6	2.0	16.3	10.9	12.0
20–49	3.9	87.2	2.6	50.6	2.1	20.8	11.4	14.2
50 or more	3.9	89.5	2.6	48.8	2.1	21.8	11.4	15.9

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[1] Core subjects include English, mathematics, science, and social studies. Data for social studies are included in the totals but are not shown separately.

[2] The National Commission on Excellence in Education (NCEE) recommends that students complete 4 years of English, 3 years of mathematics, 3 years of science, and 3 years of social studies.

[3] "Percentage meeting NCEE recommendations" refers to a combination of the required years students must take the four core subjects: 4 years of English, 3 years of mathematics, 3 years of science, and 3 years of social studies, which adds to a total of 13 years.

[4] Revised from previously published figures.

NOTE: Data for students eligible for free or reduced-price lunch were not available at the district level for school year 1990–91. Data for metropolitan status were not available at the district level for school year 1987–88. Public school districts with curriculum requirements for 3-year programs were excluded from this analysis (1 percent of all districts).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (Teacher Demand and Shortage Questionnaire), 1987–88, 1990–91, and 1993–94.

Table 26-3 Average years of study private schools required in core subjects[1] for high school graduation and percentage of private schools with graduation requirements at or above NCEE recommendations,[2] by subject and religious affiliation of school: School years 1990–91 and 1993–94

	English		Mathematics		Science		Core subjects	
Religious affiliation	Average years required	Percentage requiring 4 or more years	Average years required	Percentage requiring 3 or more years	Average years required	Percentage requiring 3 or more years	Average years required	Percentage meeting NCEE recommendations[3]
				School year 1993-94				
Total	**4.0**	**98.9**	**2.9**	**74.8**	**2.5**	**49.0**	**12.7**	**44.8**
Catholic	4.0	99.7	2.9	74.4	2.5	46.2	12.5	40.0
Other religious	4.0	98.7	2.9	72.3	2.5	46.4	12.7	42.8
Non-secular	4.0	98.6	3.1	83.7	2.7	61.1	12.9	57.0
				School year 1990-91				
Total	**3.9**	**93.2**	**2.8**	**71.1**	**2.5**	**49.0**	**12.3**	**43.9**
Catholic	4.0	96.8	2.8	65.4	2.4	39.9	12.3	35.2
Other religious	3.8	93.1	2.8	70.3	2.5	52.3	12.3	46.9
Non-secular	3.8	89.5	3.0	79.7	2.6	48.9	12.5	43.9

[1] Core subjects include English, mathematics, science, and social studies. Data for social studies are included in the totals but are not shown separately.

[2] The National Commission on Excellence in Education (NCEE) recommends that students complete 4 years of English, 3 years of mathematics, 3 years of science, and 3 years of social studies.

[3] "Percentage meeing NCEE recommendations" refers to a combination of the required years students must take the four core subjects: 4 years of English, 3 years of mathematics, 3 years of science, and 3 years of social studies, which adds to a total of 13 years.

NOTE: Data for religious affiliation were not available in 1987–88.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (Private School Questionnaire), 1990–91 and 1993–94.

Table 27-1 Participation in the AP program, by number of schools, candidates, examinations, colleges, candidates per school, examinations per candidate, and candidates per college: 1956–97

Year	Secondary schools	Candi-dates	Exam-inations	Colleges	Candidates per secondary school	Exams per can-didate	Candi-dates per college
1956	104	1,229	2,199	130	11.8	1.8	9.5
1957	212	2,068	3,772	201	9.8	1.8	10.3
1958	355	3,715	6,800	279	10.5	1.8	13.3
1959	560	5,862	8,265	391	10.5	1.4	15.0
1960	890	10,531	14,158	567	11.8	1.3	18.6
1961	1,126	13,283	17,603	617	11.8	1.3	21.5
1962	1,358	16,255	21,451	683	12.0	1.3	23.8
1963	1,681	21,769	28,762	765	13.0	1.3	28.5
1964	2,086	28,874	37,829	888	13.8	1.3	32.5
1965	2,369	34,278	45,110	994	14.5	1.3	34.5
1966	2,518	38,178	50,104	1,076	15.2	1.3	35.5
1967	2,746	42,383	54,812	1,133	15.4	1.3	37.4
1968	2,863	46,917	60,674	1,193	16.4	1.3	39.3
1969	3,095	53,363	69,418	1,288	17.2	1.3	41.4
1970	3,186	55,442	71,495	1,368	17.4	1.3	40.5
1971	3,342	57,850	74,409	1,382	17.3	1.3	41.9
1972	3,397	58,828	75,199	1,483	17.3	1.3	39.7
1973	3,240	54,778	70,651	1,437	16.9	1.3	38.1
1974	3,357	60,863	79,036	1,507	18.1	1.3	40.4
1975	3,498	65,635	85,786	1,517	18.8	1.3	43.3
1976	3,937	75,651	98,898	1,580	19.2	1.3	47.9
1977	4,079	82,728	108,870	1,672	20.3	1.3	49.5
1978	4,323	93,313	122,561	1,735	21.6	1.3	53.8
1979	4,585	106,052	139,544	1,795	23.1	1.3	59.1
1980	4,950	119,918	160,214	1,868	24.2	1.3	64.2
1981	5,253	133,702	178,159	1,955	25.5	1.3	68.4
1982	5,525	141,626	188,933	1,976	25.6	1.3	71.7
1983	5,827	157,973	211,160	2,130	27.1	1.3	74.2
1984	6,273	177,406	239,666	2,153	28.3	1.4	82.4
1985	6,720	205,650	280,972	2,170	30.6	1.4	94.8
1986	7,201	231,378	319,224	2,125	32.1	1.4	108.9
1987	7,776	262,081	369,207	2,197	33.7	1.4	119.3
1988	8,247	292,164	424,844	2,184	35.4	1.5	133.8
1989	8,768	314,686	463,664	2,256	35.9	1.5	139.5
1990	9,292	330,080	490,299	2,537	35.5	1.5	130.1
1991	9,786	359,122	535,191	2,587	36.7	1.5	138.8
1992	10,191	378,692	566,036	2,722	37.2	1.5	139.1
1993	10,594	413,939	623,933	2,825	39.1	1.5	146.5
1994	10,863	447,972	684,449	2,823	41.2	1.5	158.7
1995	11,274	493,263	767,881	2,875	43.8	1.6	171.6
1996	11,712	525,072	824,329	2,895	44.8	1.6	181.4
1997	12,022	581,554	921,601	2,872	48.4	1.6	202.5

SOURCE: The College Board, Advanced Placement Program, *Statistical Tables 1996–97* and *National Summary Reports*, various years (Copyright © 1996 by the College Entrance Examination Board. All rights reserved.)

Note to Indicator 27: Advanced Placement examinations

The Advanced Placement (AP) examinations are offered to high school students annually to give them an opportunity to demonstrate college-level achievement. The AP program is open to all students. However, it is advised that only students who have studied beyond the normal secondary school level take these examinations. High school students take the examinations voluntarily; however, several states have legislation that supports and encourages participation in the AP program.

Data for this analysis were taken from the October Current Population Survey (CPS) and should not be compared to data from *The National Education Goals Report, 1996*. In this analysis, the number of 11th- and 12th-graders who took AP examinations and the number of examinations taken by these students were compared to populations of 1,000 12th-graders as defined by the October CPS. This comparison provides an estimate of the average number of students who participate in the AP program for a single cohort and the average number of AP exams a single cohort takes, because students rarely take any given AP examination (e.g., biology) in both the 11th and 12th grades.

Enrollment figures from the CPS include both public and private school data, which are different from the data shown in *The National Education Goals Report*. Enrollment figures from *The National Education Goals Report* are based on the Common Core of Data (CCD), which does not include data from private schools but produces private school enrollment data by multiplying the public school figures by a private school enrollment adjustment factor. As a result, data in this analysis are not directly comparable to data found in the *Goals* report.

Changes from *The Condition of Education 1997*

To calculate results for this analysis, calculations from the 1997 edition of *The Condition* were changed in three ways: 1) 9th-graders, 10th-graders, college students, and others were excluded from the number of students who took AP examinations and from the number of examinations taken. Only 11th- and 12th-graders were included; 2) only 12th-graders were included in the denominators for the calculations (see above); and 3) the CPS population in the 1997 analysis included only those 11th- and 12th-graders who were under the age of 34. This year, the CPS population of 12th-graders (the denominator used in the calculations) includes all age groups, since it is possible that someone over the age of 34 could be enrolled in the 11th or 12th grade and have taken AP examinations, or the age of a 12th-grader could have been improperly reported.

Subject definitions

Below are the specific subjects that make up the AP examination subject areas shown in this analysis:

Social studies	U.S. History, European History, U.S. Government and Politics, Comparative Government and Politics, and Psychology;
English	English Language and Composition, and Literature and Composition;
Foreign language	French Language, French Literature, German Language, Latin/Virgil, Latin Literature, Spanish Language, and Spanish Literature;
Calculus	Calculus AB and Calculus BC;
Computer Science	Computer Science A and Computer Science AB;
Science	Biology, Chemistry, Physics B, Physics C (mechanical), and Physics C (electricity and magnetism).

Examinations

Most of the AP examinations contain multiple choice and free-response sections. The examinations are graded based on scores from both types of responses. The program's examinations are criterion- rather than normed-referenced, with cut scores established at four different points along these scales to designate a grade of 5, 4, 3, 2, or 1 (grade of 5: extremely well qualified; grade of 4: well qualified; grade of 3: qualified; grade of 2: possibly qualified; and grade of 1: no recommendation). The grades are determined by the chief readers, who rely on their subject matter expertise, statistical equating data, and data from comparability studies. Cut scores frequently vary from year to year for each examination, reflecting changes in the level of examination difficulty. Therefore, the College Board does not recommend using grade data for trend analysis. Grades of 3 and above are usually accepted for college credit and advanced placement at participating colleges and universities, although credit varies among institutions.

SOURCE: The College Board, *A Guide to the Advanced Placement Program*, 1992.

Table 29-1 Minority field concentration ratio[1] and dissimilarity index[2] at the bachelor's degree level: Academic years ending 1977–95

Field of study	1977	1979	1981	1985	1987	1989	1990	1991[3]	1992	1993	1994	1995
						Black						
Humanities and social/behavioral sciences	1.02	1.03	1.01	0.98	0.94	0.92	0.93	0.93	0.93	0.94	0.96	0.96
Humanities	0.69	0.78	0.74	0.83	0.83	0.80	0.81	0.78	0.80	0.80	0.82	0.82
Social and behavioral sciences	1.32	1.27	1.27	1.13	1.06	1.04	1.05	1.07	1.07	1.08	1.09	1.10
Natural and computer sciences and engineering	0.60	0.61	0.66	0.75	0.90	0.94	0.95	0.96	0.95	0.94	0.91	0.90
Natural sciences	0.65	0.69	0.74	0.81	0.87	0.91	0.90	0.92	0.92	0.91	0.86	0.83
Life sciences	0.70	0.77	0.81	0.92	0.92	1.00	0.99	0.96	0.95	0.95	0.87	0.83
Physical sciences	0.45	0.44	0.57	0.58	0.73	0.72	0.73	0.79	0.77	0.72	0.71	0.72
Mathematics	0.78	0.85	0.82	0.91	0.93	0.95	0.88	0.96	1.00	1.00	1.00	1.00
Computer sciences and engineering	0.51	0.51	0.59	0.71	0.92	0.96	0.98	0.98	0.97	0.96	0.96	0.97
Computer and information sciences	0.91	0.91	0.83	0.98	1.44	1.68	1.71	1.59	1.61	1.67	1.70	1.68
Engineering[3]	0.45	0.45	0.54	0.48	0.61	0.60	0.63	0.68	0.68	0.70	0.67	0.68
Engineering technologies	—	—	—	1.04	1.08	1.08	1.14	1.19	1.17	1.01	1.05	1.07
Technical and professional	1.11	1.11	1.11	1.11	1.07	1.06	1.06	1.06	1.06	1.05	1.06	1.06
Education	1.42	1.40	1.35	1.01	0.81	0.71	0.66	0.67	0.69	0.70	0.74	0.75
Business and management	1.03	1.01	1.02	1.09	1.07	1.07	1.09	1.12	1.13	1.14	1.19	1.20
Health sciences	0.84	0.81	0.84	0.99	1.03	1.15	1.20	1.17	1.05	1.02	0.87	0.92
Other technical/professional	0.97	1.10	1.18	1.29	1.29	1.29	1.29	1.26	1.23	1.21	1.17	1.16
Dissimilarity Index	12.7	11.2	10.8	[3]7.8	[3]7.9	[3]8.8	[3]9.3	9.5	8.7	8.5	9.2	9.1
						Hispanic						
Humanities and social/behavioral sciences	1.23	1.22	1.20	1.15	1.11	1.14	1.13	1.10	1.17	1.18	1.21	1.22
Humanities	1.17	1.15	1.11	1.09	1.10	1.10	1.12	1.06	1.13	1.19	1.22	1.24
Social and behavioral sciences	1.29	1.28	1.29	1.20	1.13	1.18	1.14	1.13	1.22	1.17	1.20	1.20
Natural and computer sciences and engineering	0.85	0.88	0.91	0.92	1.05	1.05	1.07	1.07	1.03	0.99	0.96	0.94
Natural sciences	0.82	0.89	0.94	0.95	0.98	1.01	0.98	0.99	0.98	0.92	0.91	0.84
Life sciences	0.89	1.04	1.13	1.25	1.26	1.25	1.18	1.20	1.16	1.08	1.03	0.94
Physical sciences	0.71	0.66	0.70	0.64	0.77	0.77	0.70	0.71	0.63	0.64	0.65	0.55
Mathematics	0.76	0.76	0.72	0.67	0.62	0.72	0.80	0.80	0.88	0.77	0.87	0.83
Computer sciences and engineering	0.90	0.86	0.87	0.91	1.09	1.08	1.12	1.13	1.07	1.05	1.00	1.03
Computer and information sciences	0.73	0.84	0.89	0.84	1.11	1.15	1.18	1.26	1.20	1.09	1.03	1.14
Engineering[3]	0.92	0.86	0.87	0.93	1.09	1.09	1.07	1.10	1.04	1.05	1.00	1.03
Engineering technologies	—	—	—	0.97	1.08	0.95	1.21	1.03	0.98	1.00	0.95	0.93
Technical/professional	0.89	0.91	0.92	0.95	0.92	0.90	0.90	0.92	0.88	0.88	0.87	0.87
Education	1.05	1.11	1.12	1.04	0.89	0.74	0.81	0.86	0.73	0.64	0.64	0.62
Business and management	0.84	0.85	0.87	0.94	0.97	0.97	0.93	0.94	0.93	0.98	1.00	1.03
Health sciences	0.72	0.76	0.75	0.89	0.75	0.79	0.87	0.85	0.78	0.74	0.68	0.66
Other technical/professional	0.84	0.87	0.90	0.96	0.93	0.96	0.94	0.95	0.95	0.97	0.94	0.94
Dissimilarity Index	8.7	8.5	8.0	5.3	5.3	[3]6.0	5.9	5.1	7.1	7.0	7.4	8.4

Table 29-1 Minority field concentration ratio[1] and dissimilarity index[2] at the bachelor's degree level: Academic years ending 1977–95—Continued

Field of study	1977	1979	1981	1985	1987	1989	1990	1991[5]	1992	1993	1994	1995
Asian/Pacific Islander												
Humanities and social/behavioral sciences	0.96	0.92	0.87	0.82	0.86	0.88	0.87	0.86	0.88	0.88	0.90	0.90
Humanities	0.90	0.88	0.84	0.79	0.82	0.80	0.81	0.80	0.81	0.83	0.85	0.83
Social and behavioral sciences	1.02	0.96	0.89	0.84	0.90	0.95	0.93	0.93	0.94	0.93	0.96	0.97
Natural and computer sciences and engineering	1.55	1.69	1.89	2.01	2.13	2.23	2.35	2.38	2.32	2.26	2.15	2.11
Natural sciences	1.46	1.56	1.56	1.81	1.91	2.01	2.13	2.13	2.16	2.16	2.11	2.14
Life sciences	1.62	1.78	1.72	1.99	2.16	2.33	2.54	2.55	2.71	2.68	2.64	2.62
Physical sciences	1.06	1.07	1.21	1.20	1.38	1.47	1.63	1.62	1.46	1.45	1.26	1.36
Mathematics	1.48	1.65	1.78	2.35	2.00	1.88	1.67	1.64	1.46	1.44	1.41	1.41
Computer sciences and engineering	1.70	1.85	2.19	2.13	2.25	2.38	2.50	2.57	2.45	2.35	2.18	2.08
Computer and information sciences	1.74	1.85	2.29	2.12	2.17	2.41	2.58	2.52	2.48	2.56	2.39	2.30
Engineering[3]	1.70	1.85	2.16	2.39	2.55	2.72	2.86	2.99	2.79	2.63	2.45	2.34
Engineering technologies	—	—	—	1.12	1.32	1.22	1.18	1.22	1.21	1.10	0.96	0.87
Technical/professional	0.86	0.83	0.78	0.69	0.65	0.68	0.68	0.69	0.71	0.72	0.73	0.73
Education	0.42	0.38	0.33	0.32	0.36	0.29	0.22	0.19	0.20	0.21	0.20	0.22
Business and management	1.15	1.08	0.97	0.87	0.76	0.87	0.90	0.96	1.01	1.06	1.10	1.13
Health sciences	1.16	1.02	0.99	0.77	0.73	0.76	0.86	0.88	0.87	0.82	0.82	0.81
Other technical/professional	0.87	0.83	0.75	0.58	0.62	0.57	0.55	0.55	0.52	0.52	0.52	0.51
Dissimilarity index	13.1	13.8	16.1	21.8	22.9	21.5	21.7	21.3	20.1	20.2	19.8	20.3
American Indian/Alaskan Native												
Humanities and social/behavioral sciences	1.02	1.08	1.14	1.09	1.11	1.02	1.05	1.00	1.03	1.08	1.08	1.06
Humanities	0.94	0.92	1.03	1.05	1.07	1.02	1.07	1.00	1.04	1.03	1.04	1.04
Social and behavioral sciences	1.10	1.23	1.25	1.14	1.16	1.02	1.03	0.99	1.02	1.13	1.11	1.07
Natural and computer sciences and engineering	0.76	0.75	0.69	0.87	0.87	0.94	0.83	0.91	0.87	0.89	0.87	0.89
Natural sciences	0.76	0.81	0.73	0.96	0.94	1.01	0.94	1.04	0.91	0.98	0.93	0.93
Life sciences	0.80	0.81	0.83	0.98	1.00	1.10	0.91	1.16	1.01	1.00	0.98	0.97
Physical sciences	0.81	0.72	0.69	0.92	0.91	0.93	1.14	1.04	0.85	1.09	0.86	0.92
Mathematics	0.50	0.95	0.43	0.94	0.83	0.89	0.81	0.76	0.70	0.79	0.82	0.77
Computer sciences and engineering	0.77	0.69	0.66	0.82	0.83	0.90	0.75	0.82	0.84	0.81	0.82	0.86
Computer and information sciences	0.66	0.35	0.38	0.86	0.81	0.86	0.96	0.92	0.85	0.84	0.74	0.98
Engineering[3]	0.79	0.73	0.72	0.67	0.79	0.74	0.62	0.70	0.73	0.66	0.74	0.70
Engineering technologies	—	—	—	1.31	1.01	1.46	0.91	1.07	1.22	1.33	1.19	1.28
Technical/professional	1.06	1.03	1.02	1.00	0.99	1.00	1.02	1.03	1.02	0.98	0.99	1.00
Education	1.37	1.39	1.36	1.21	1.23	1.31	1.25	1.24	1.21	1.11	1.17	1.26
Business and management	0.79	0.79	0.82	0.91	0.81	0.83	0.81	0.84	0.82	0.86	0.82	0.78
Health sciences	0.73	0.87	0.83	0.96	1.05	1.02	1.08	1.14	1.15	1.03	0.96	0.97
Other technical/professional	1.21	1.10	1.16	1.05	1.14	1.08	1.19	1.13	1.14	1.05	1.12	1.11
Dissimilarity index	10.0	10.3	10.5	[3]5.7	7.2	[3]6.2	7.3	5.8	6.3	5.3	6.2	6.5

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Table 29-1 Minority field concentration ratio[1] and dissimilarity index[2] at the bachelor's degree level: Academic years ending 1977–95—Continued

Field of study	1977	1979	1981	1985	1987	1989	1990	1991[3]	1992	1993	1994	1995
						Nonresident alien						
Humanities and social/behavioral sciences	0.73	0.76	0.69	0.69	0.65	0.65	0.68	0.71	0.73	0.74	0.73	0.75
Humanities	0.71	0.76	0.65	0.66	0.63	0.65	0.67	0.72	0.75	0.76	0.74	0.78
Social and behavioral sciences	0.75	0.76	0.73	0.71	0.68	0.66	0.69	0.70	0.71	0.73	0.72	0.72
Natural and computer sciences and engineering	2.32	2.39	2.48	1.96	2.06	2.21	2.32	2.20	2.19	2.07	1.91	1.80
Natural sciences	1.22	1.19	1.10	1.08	1.02	1.16	1.20	1.24	1.23	1.20	1.03	0.95
Life sciences	1.11	0.93	0.86	0.81	0.81	0.97	0.98	1.07	0.99	1.00	0.82	0.76
Physical sciences	1.44	1.50	1.23	1.08	1.09	1.34	1.45	1.40	1.44	1.57	1.31	1.17
Mathematics	1.30	1.61	1.72	1.77	1.42	1.39	1.44	1.49	1.66	1.35	1.36	1.38
Computer sciences and engineering	4.19	3.89	3.77	2.50	2.67	2.87	3.07	2.91	2.93	2.78	2.69	2.58
Computer and information sciences	2.48	2.28	2.21	1.91	2.54	3.14	3.45	3.54	3.81	3.92	3.86	3.56
Engineering[3]	4.42	4.12	4.09	3.43	3.48	3.64	3.84	3.08	3.06	2.89	2.73	2.66
Engineering technologies	—	—	—	2.21	1.76	1.27	1.50	1.53	1.28	0.95	1.05	1.06
Technical/professional	0.77	0.70	0.68	0.78	0.79	0.81	0.80	0.84	0.84	0.87	0.91	0.92
Education	0.30	0.36	0.35	0.37	0.31	0.23	0.23	0.26	0.20	0.19	0.19	0.19
Business and management	1.28	1.04	0.94	1.07	1.14	1.21	1.21	1.29	1.36	1.45	1.64	1.77
Health sciences	0.64	0.48	0.37	0.42	0.41	0.47	0.54	0.61	0.55	0.53	0.45	0.38
Other technical/professional	0.73	0.69	0.73	0.72	0.66	0.67	0.66	0.64	0.61	0.60	0.59	0.56
Dissimilarity Index	24.9	22.4	22.5	20.4	23.9	25.3	25.7	26.1	27.4	28.1	30.3	31.1

— Data not available for this field prior to 1985.

[1] The minority field concentration ratio is calculated as the percentage of a minority group earning bachelor's degrees who majored in a selected field of study divided by the percentage of whites earning bachelor's degrees who majored in the same field. For example, the 1995 black to white concentration ratio for education = 7.6/10.2 = .75. A value greater than 1 indicates that minority graduates are more likely to major in that field than whites, while a value less than 1 indicates that minority graduates are less likely to major in that field than whites.

[2] The dissimilarity index represents the percentage distribution of students in a minority group who would need to switch fields of study to match the percentage distribution of white students majoring in the same field of study. It is calculated as the sum of the absolute difference between the percentage of minority and white students majoring in each field divided by 2.

[3] Revised from previously published figures.

NOTE: See the supplemental note to this indicator for a description of fields of study.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics*, various years (based on IPEDS/HEGIS "Completions" surveys).

Table 29-2 Percentage distribution of bachelor's degrees conferred, by field of study: Academic years ending 1971–95

Field of study	1971	1972	1973	1974	1975	1976	1977	1978
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Humanities and social and behavioral sciences	40.1	39.5	38.7	37.9	36.7	35.4	33.9	32.7
Humanities	17.1	16.8	16.6	16.5	16.5	16.3	15.9	15.5
Social and behavioral sciences	23.0	22.7	22.1	21.4	20.2	19.1	18.0	17.1
Natural sciences	9.8	9.2	9.3	9.7	9.9	9.9	9.9	9.5
Life sciences	4.3	4.2	4.6	5.1	5.6	5.9	5.8	5.6
Physical sciences	2.5	2.3	2.2	2.2	2.3	2.3	2.5	2.5
Mathematics	3.0	2.7	2.5	2.3	2.0	1.8	1.6	1.4
Computer sciences and engineering	6.2	6.1	6.0	5.8	5.6	5.6	6.1	6.8
Computer and information sciences	0.3	0.4	0.5	0.5	0.5	0.6	0.7	0.8
Engineering and engineering technologies	6.0	5.8	5.6	5.3	5.1	5.0	5.4	6.0
Engineering	5.3	5.1	5.0	4.5	4.3	4.1	4.5	5.1
Engineering technologies	0.6	0.7	0.5	0.8	0.8	0.9	0.9	1.0
Technical/professional	43.8	45.1	45.9	46.6	47.8	49.1	50.2	51.0
Education	21.0	21.5	21.0	19.6	18.1	16.7	15.6	14.7
Business management	13.7	13.7	13.7	13.9	14.4	15.3	16.2	17.3
Health sciences	3.0	3.2	3.6	4.4	5.3	5.8	6.2	6.5
Other technical/professional	6.2	6.7	7.6	8.7	10.0	11.2	12.1	12.5
Not classified in a field of study	—	—	—	—	—	—	—	—

Field of study	1979	1980	1981	1982	1983	1984	1985	1986
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Humanities and social and behavioral sciences	31.3	30.3	29.5	29.0	27.8	27.4	26.9	27.0
Humanities	15.0	14.6	14.3	14.2	13.8	13.8	13.5	13.4
Social and behavioral sciences	16.4	15.7	15.1	14.8	14.0	13.7	13.4	13.6
Natural sciences	9.2	8.8	8.4	8.2	7.8	7.8	8.0	7.8
Life sciences	5.3	5.0	4.6	4.4	4.1	4.0	3.9	3.9
Physical sciences	2.5	2.5	2.6	2.5	2.4	2.4	2.4	2.2
Mathematics	1.3	1.3	1.2	1.3	1.3	1.4	1.6	1.7
Computer sciences and engineering	7.7	8.6	9.6	10.5	11.7	13.0	13.8	13.9
Computer and information sciences	0.9	1.2	1.6	2.1	2.6	3.3	4.0	4.2
Engineering and engineering technologies	6.8	7.4	8.0	8.4	9.2	9.7	9.8	9.7
Engineering	5.8	6.3	6.8	7.0	7.4	7.8	7.9	7.7
Engineering technologies	1.0	1.1	1.3	1.4	1.7	1.9	1.9	2.0
Technical/professional	51.8	52.3	52.5	52.3	52.7	51.8	51.3	51.2
Education	13.7	12.7	11.6	10.6	10.1	9.5	9.0	8.8
Business management	18.6	19.9	21.3	22.4	23.4	23.6	23.8	24.0
Health sciences	6.7	6.9	6.8	6.7	6.7	6.6	6.6	6.5
Other technical/professional	12.8	12.8	12.8	12.6	12.5	12.2	12.0	11.8
Not classified in a field of study	—	—	—	—	—	—	—	—

Table 29-2 Percentage distribution of bachelor's degrees conferred, by field of study: Academic years ending 1971–95—Continued

Field of study	1987	1988	1989	1990	1991	1992	1993	1994	1995
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Humanities and social and behavioral sciences	27.8	28.8	30.1	31.7	32.5	33.7	34.1	34.0	33.8
Humanities	13.8	14.1	14.7	15.3	15.7	16.3	16.7	16.6	16.6
Social and behavioral sciences	14.1	14.6	15.4	16.4	16.8	17.4	17.4	17.4	17.3
Natural sciences	7.6	7.2	6.8	6.5	6.5	6.6	6.8	7.2	7.7
Life sciences	3.8	3.7	3.5	3.5	3.6	3.8	4.0	4.4	4.8
Physical sciences	2.0	1.8	1.7	1.5	1.5	1.5	1.5	1.6	1.7
Mathematics	1.7	1.7	1.6	1.4	1.4	1.3	1.3	1.2	1.2
Computer sciences and engineering	13.4	12.4	11.3	10.3	9.5	9.0	8.8	8.8	8.8
Computer and information sciences	4.0	3.5	3.0	2.6	2.3	2.2	2.1	2.1	2.1
Engineering and engineering technologies	9.4	8.9	8.3	7.7	7.2	6.8	6.7	6.7	6.7
Engineering	7.4	7.0	6.5	6.1	5.6	5.4	5.3	5.3	5.4
Engineering technologies	1.9	1.9	1.9	1.7	1.6	1.4	1.4	1.4	1.4
Technical/professional	51.2	51.5	51.5	51.2	50.3	50.1	49.9	49.8	49.5
Education	8.8	9.2	9.5	10.0	10.1	9.5	9.3	9.2	9.1
Business management	24.3	24.4	24.2	23.7	22.8	22.6	22.0	21.1	20.2
Health sciences	6.4	6.1	5.8	5.5	5.4	5.4	5.8	6.4	6.9
Other technical/professional	11.8	11.8	12.0	12.1	12.0	12.6	12.9	13.1	13.3
Not classified in a field of study	—	0.2	0.2	0.3	1.2	0.6	0.5	0.3	0.1

— Not available before the 1987–88 school year.

NOTE: Details may not add to totals due to rounding. See the supplemental note to this indicator for a description of the fields of study.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1997*, table 246. (based on IPEDS/HEGIS "Completions" surveys).

Table 29-3 Number of bachelor's degrees conferred, by field of study: Academic years ending 1971–95

Field of study	1971	1972	1973	1974	1975	1976
Total	**839,730**	**887,273**	**922,362**	**945,776**	**922,933**	**925,746**
Humanities and social and behavioral sciences	337,022	350,651	357,170	358,412	338,924	327,289
Humanities	143,511	149,158	153,260	155,953	152,489	150,615
Social and behavioral sciences	193,511	201,493	203,910	202,459	186,435	176,674
Natural sciences	82,092	81,845	86,115	91,279	90,979	92,069
Life sciences	35,743	37,293	42,233	48,340	51,741	54,275
Physical sciences	21,412	20,745	20,696	21,178	20,778	21,465
Mathematics	24,937	23,807	23,186	21,761	18,460	16,329
Computer sciences and engineering	52,434	54,566	55,569	55,042	51,885	51,983
Computer and information sciences	2,388	3,402	4,304	4,756	5,033	5,652
Engineering and engineering technologies	50,046	51,164	51,265	50,286	46,852	46,331
Engineering	44,898	45,392	46,411	42,840	39,388	38,388
Engineering technologies	5,148	5,772	4,854	7,446	7,464	7,943
Technical/professional	368,182	400,211	423,508	440,479	441,145	454,405
Education	176,307	190,880	193,984	184,907	166,758	154,437
Business management	114,729	121,266	126,144	131,640	132,731	142,034
Health sciences	25,226	28,611	33,564	41,459	49,090	53,958
Other technical/professional	51,920	59,454	69,816	82,473	92,566	103,976
Not classified in a field of study	—	—	—	—	—	—

Field of study	1977	1978	1979	1980	1981	1982
Total	**917,549**	**921,204**	**921,390**	**929,417**	**935,140**	**952,998**
Humanities and social and behavioral sciences	311,116	300,998	288,705	281,866	275,582	276,479
Humanities	146,215	143,167	137,949	136,111	134,001	135,562
Social and behavioral sciences	164,901	157,831	150,756	145,755	141,581	140,917
Natural sciences	90,497	87,553	84,382	81,652	78,601	77,917
Life sciences	53,605	51,502	48,846	46,370	43,216	41,639
Physical sciences	22,497	22,986	23,207	23,410	23,952	24,052
Mathematics	14,395	13,065	12,329	11,872	11,433	12,226
Computer sciences and engineering	55,690	62,855	71,094	80,047	90,121	100,272
Computer and information sciences	6,407	7,201	8,719	11,154	15,121	20,267
Engineering and engineering technologies	49,283	55,654	62,375	68,893	75,000	80,005
Engineering	40,936	46,869	53,021	58,402	63,287	67,021
Engineering technologies	8,347	8,785	9,354	10,491	11,713	12,984
Technical/professional	460,246	469,798	477,209	485,852	490,836	498,290
Education	143,234	135,821	125,873	118,038	108,074	100,932
Business management	148,765	159,691	171,241	184,867	198,983	213,374
Health sciences	57,328	59,434	62,085	63,920	63,649	63,653
Other technical/professional	110,919	114,852	118,010	119,027	120,130	120,331
Not classified in a field of study	—	—	—	—	—	—

Table 29-3 Number of bachelor's degrees conferred, by field of study: Academic years ending 1971–95—Continued

Field of study	1983	1984	1985	1986	1987	1988	1989
Total	**969,510**	**974,309**	**979,477**	**987,823**	**991,264**	**994,829**	**1,018,755**
Humanities and social and behavioral sciences	269,225	267,406	263,883	267,094	276,060	286,304	306,852
Humanities	133,537	134,128	132,413	132,626	136,724	140,657	149,791
Social and behavioral sciences	135,688	133,278	131,470	134,468	139,336	145,647	157,061
Natural sciences	76,082	76,055	78,010	77,388	75,190	71,169	69,239
Life sciences	39,982	38,640	38,445	38,524	38,121	36,755	36,059
Physical sciences	23,381	23,651	23,704	21,717	20,070	17,806	17,186
Mathematics	12,719	13,764	15,861	17,147	16,999	16,608	15,994
Computer sciences and engineering	113,528	126,357	134,706	137,549	132,405	123,029	115,456
Computer and information sciences	24,510	32,172	38,878	41,889	39,589	34,523	30,454
Engineering and engineering technologies	89,018	94,185	95,828	95,660	92,816	88,506	85,002
Engineering	72,163	75,638	77,066	76,225	73,747	69,380	66,099
Engineering technologies	16,855	18,547	18,762	19,435	19,069	19,126	18,903
Technical/professional	510,675	504,479	502,878	505,752	507,609	512,526	524,803
Education	97,895	92,299	88,072	87,114	86,936	91,112	96,913
Business management	226,627	229,478	232,636	237,319	240,546	243,021	246,399
Health sciences	64,685	64,288	64,422	64,396	63,103	60,644	59,005
Other technical/professional	121,468	118,414	117,748	116,923	117,024	117,749	122,486
Not classified in a field of study	—	—	—	—	—	1,801	2,405

Field of study	1990	1991	1992	1993	1994	1995
Total	**1,051,344**	**1,094,538**	**1,136,553**	**1,165,178**	**1,169,275**	**1,160,134**
Humanities and social and behavioral sciences	332,807	356,021	383,281	396,818	397,411	392,552
Humanities	160,772	172,259	185,794	194,387	194,472	192,315
Social and behavioral sciences	172,035	183,762	197,487	202,431	202,939	200,237
Natural sciences	68,446	71,184	74,684	79,395	84,179	88,884
Life sciences	37,204	39,530	42,941	47,038	51,383	55,984
Physical sciences	16,066	16,344	16,960	17,545	18,400	19,177
Mathematics	15,176	15,310	14,783	14,812	14,396	13,723
Computer sciences and engineering	108,579	103,733	102,098	102,251	102,425	102,558
Computer and information sciences	27,257	25,083	24,557	24,200	24,200	24,404
Engineering and engineering technologies	81,322	78,650	77,541	78,051	78,225	78,154
Engineering	63,609	61,531	61,206	61,973	62,220	62,342
Engineering technologies	17,713	17,119	16,335	16,078	16,005	15,812
Technical/professional	538,799	550,342	569,770	581,467	581,958	574,794
Education	105,112	110,807	108,006	107,781	107,600	106,079
Business management	248,698	249,311	256,603	256,842	246,654	234,323
Health sciences	58,302	59,070	61,720	67,089	74,421	79,855
Other technical/professional	126,687	131,154	143,441	149,755	153,283	154,537
Not classified in a field of study	2,713	13,258	6,720	5,247	3,302	1,346

— Not available before the 1987–88 school year.

NOTE: See the supplemental note to this indicator for a description of the fields of study.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1997*, table 246. (based on IPEDS/HEGIS "Completions" surveys)

Table 29-4 Index of the number of bachelor's degrees conferred (1981=100), by field of study: Academic years ending 1971–95

Field of study	1971	1972	1973	1974	1975	1976	1977	1978	1979
Total	**89.8**	**94.9**	**98.6**	**101.1**	**98.7**	**99.0**	**98.1**	**98.5**	**98.5**
Humanities and social and behavioral science	122.3	127.2	129.6	130.1	123.0	118.8	112.9	109.2	104.8
Humanities	107.1	111.3	114.4	116.4	113.8	112.4	109.1	106.8	102.9
Social and behavioral sciences	136.7	142.3	144.0	143.0	131.7	124.8	116.5	111.5	106.5
Natural sciences	104.4	104.1	109.6	116.1	115.7	117.1	115.1	111.4	107.4
Life sciences	82.7	86.3	97.7	111.9	119.7	125.6	124.0	119.2	113.0
Physical sciences	89.4	86.6	86.4	88.4	86.7	89.6	93.9	96.0	96.9
Mathematics	218.1	208.2	202.8	190.3	161.5	142.8	125.9	114.3	107.8
Computer sciences and engineering	58.2	60.5	61.7	61.1	57.6	57.7	61.8	69.7	78.9
Computer and information sciences	15.8	22.5	28.5	31.5	33.3	37.4	42.4	47.6	57.7
Engineering and engineering technologies	66.7	68.2	68.4	67.0	62.5	61.8	65.7	74.2	83.2
Engineering	70.9	71.7	73.3	67.7	62.2	60.7	64.7	74.1	83.8
Engineering technologies	44.0	49.3	41.4	63.6	63.7	67.8	71.3	75.0	79.9
Technical/professional	75.0	81.5	86.3	89.7	89.9	92.6	93.8	95.7	97.2
Education	163.1	176.6	179.5	171.1	154.3	142.9	132.5	125.7	116.5
Business management	57.7	60.9	63.4	66.2	66.7	71.4	74.8	80.3	86.1
Health sciences	39.6	45.0	52.7	65.1	77.1	84.8	90.1	93.4	97.5
Other technical/professional	43.2	49.5	58.1	68.7	77.1	86.6	92.3	95.6	98.2

Field of study	1980	1981	1982	1983	1984	1985	1986	1987	1988
Total	**99.4**	**100.0**	**101.9**	**103.7**	**104.2**	**104.7**	**105.6**	**106.0**	**106.4**
Humanities and social and behavioral science	102.3	100.0	100.3	97.7	97.0	95.8	96.9	100.2	103.9
Humanities	101.6	100.0	101.2	99.7	100.1	98.8	99.0	102.0	105.0
Social and behavioral sciences	102.9	100.0	99.5	95.8	94.1	92.9	95.0	98.4	102.9
Natural sciences	103.9	100.0	99.1	96.8	96.8	99.2	98.5	95.7	90.5
Life sciences	107.3	100.0	96.4	92.5	89.4	89.0	89.1	88.2	85.0
Physical sciences	97.7	100.0	100.4	97.6	98.7	99.0	90.7	83.8	74.3
Mathematics	103.8	100.0	106.9	111.2	120.4	138.7	150.0	148.7	145.3
Computer sciences and engineering	88.8	100.0	111.3	126.0	140.2	149.5	152.6	146.9	136.5
Computer and information sciences	73.8	100.0	134.0	162.1	212.8	257.1	277.0	261.8	228.3
Engineering and engineering technologies	91.9	100.0	106.7	118.7	125.6	127.8	127.5	123.8	118.0
Engineering	92.3	100.0	105.9	114.0	119.5	121.8	120.4	116.5	109.6
Engineering technologies	89.6	100.0	110.9	143.9	158.3	160.2	165.9	162.8	163.3
Technical/professional	99.0	100.0	101.5	104.0	102.8	102.5	103.0	103.4	104.4
Education	109.2	100.0	93.4	90.6	85.4	81.5	80.6	80.4	84.3
Business management	92.9	100.0	107.2	113.9	115.3	116.9	119.3	120.9	122.1
Health sciences	100.4	100.0	100.0	101.6	101.0	101.2	101.2	99.1	95.3
Other technical/professional	99.0	100.0	100.2	101.1	98.6	98.0	97.3	97.4	98.0

Table 29-4 Index of the number of bachelor's degrees conferred (1981=100), by field of study: Academic years ending 1971–95—Continued

Field of study	1989	1990	1991	1992	1993	1994	1995
Total	**108.9**	**112.4**	**117.0**	**121.5**	**124.6**	**125.0**	**124.1**
Humanities and social and behavioral sciences	111.3	120.8	129.2	139.1	144.0	144.2	142.4
Humanities	111.8	120.0	128.6	138.7	145.1	145.1	143.5
Social and behavioral sciences	110.9	121.5	129.8	139.5	143.0	143.3	141.4
Natural sciences	88.1	87.1	90.6	95.0	101.0	107.1	113.1
Life sciences	83.4	86.0	91.5	99.4	108.8	118.9	129.5
Physical sciences	71.8	67.1	68.2	70.8	73.3	76.8	80.1
Mathematics	139.9	132.7	133.9	129.3	129.6	125.9	120.0
Computer sciences and engineering	128.1	120.5	115.1	113.3	113.5	113.7	113.8
Computer and information sciences	201.4	180.3	165.9	162.4	160.0	160.0	161.4
Engineering and engineering technologies	113.3	108.4	104.9	103.4	104.1	104.3	104.2
Engineering	104.4	100.5	97.2	96.7	97.9	98.3	98.5
Engineering technologies	161.4	151.2	146.2	139.5	137.3	136.6	135.0
Technical/professional	106.9	109.8	112.1	116.1	118.5	118.6	117.1
Education	89.7	97.3	102.5	99.9	99.7	99.6	98.2
Business management	123.8	125.0	125.3	129.0	129.1	124.0	117.8
Health sciences	92.7	91.6	92.8	97.0	105.4	116.9	125.5
Other technical/professional	102.0	105.5	109.2	119.4	124.7	127.6	128.6

NOTE: See the supplemental note to this indicator for a description of the fields of study.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1997*, table 246, (based on IPEDS/HEGIS "Completions" surveys).

Note to Indicator 29: Classification of fields of study

The data on the number of bachelor's degrees conferred by specific fields of study were obtained from the Higher Education General Information Survey (HEGIS) "Degrees and Other Formal Awards Conferred" surveys and the Integrated Postsecondary Education Data System (IPEDS) "Completions" surveys. The list below shows how related degree fields were reclassified into consolidated degree fields for this analysis.

Consolidated degree field	Degree fields
Humanities	Area and ethnic studies English language and literature/letters Foreign languages Liberal/general studies Multi/interdisciplinary studies Philosophy and religion Theology Visual and performing arts
Social and behavioral sciences	Psychology Social sciences and history
Natural sciences	Biological sciences/life sciences Mathematics Physical sciences
Engineering and engineering technologies	Engineering Engineering-related technologies Construction trades Mechanics and repairs
Other technical/professional	Agriculture Architecture Communications Communication technology Home economics Law Library/archival sciences Military sciences Parks and recreation Precision production trades Protective sciences Public administration and services Transportation and material moving

In the 1991–92 academic year, a new classification of instructional programs was initiated. The figures for earlier years were reclassified when necessary to make them conform to the new taxonomy. To facilitate trend comparisons, certain aggregations were created from the degree fields as reported in the IPEDS "Completions" surveys: "Agriculture" includes agricultural business and production, agricultural sciences, and conservation and renewable natural resources, and "Business Management" includes business management and administrative services, marketing operations/marketing and distribution, and personal and miscellaneous services.

Table 30-1 Employment rates for recent high school completers not enrolled in college and for recent school dropouts, by sex: October 1960–96

October	Recent high school completers not enrolled in college			Recent school dropouts		
	Total	Male	Female	Total	Male	Female
1960	65.0	75.3	58.8	50.9	61.8	40.8
1961	65.4	70.1	62.5	49.4	60.3	38.3
1962	68.3	77.8	61.5	40.4	61.9	23.3
1963	64.7	72.6	59.5	45.1	64.4	27.0
1964	63.4	79.2	53.5	41.6	63.0	24.0
1965	71.9	84.3	63.2	47.9	66.8	26.8
1966	64.9	79.7	55.8	51.4	69.4	33.6
1967	65.9	78.3	57.7	50.3	65.0	34.4
1968	67.3	79.1	60.2	50.0	65.5	34.0
1969	70.1	83.1	61.1	51.0	69.8	30.9
1970	63.2	76.1	52.6	44.7	56.5	31.9
1971	65.1	77.5	55.6	46.8	59.3	31.7
1972	70.1	79.9	62.2	46.8	64.7	28.3
1973	70.7	81.7	61.9	52.7	62.5	40.0
1974	69.1	76.0	63.2	49.3	63.8	32.2
1975	65.1	74.1	57.5	41.9	54.8	29.5
1976	68.8	75.9	61.7	44.8	58.0	28.2
1977	72.0	77.7	67.2	52.7	64.0	39.3
1978	74.9	81.6	67.5	51.2	63.7	34.8
1979	72.4	79.2	66.7	49.7	65.3	34.3
1980	68.9	72.6	65.0	44.6	51.9	34.8
1981	65.9	70.0	62.1	42.1	54.1	29.3
1982	60.4	64.9	56.0	38.0	44.4	30.5
1983	63.0	66.1	60.1	44.4	51.6	35.8
1984	64.0	69.1	59.7	44.0	53.1	33.7
1985	62.0	65.0	59.3	44.2	51.9	35.8
1986	65.2	69.4	61.6	48.0	57.9	36.8
1987	68.9	76.9	61.9	41.8	46.0	36.6
1988	71.9	74.2	69.5	43.6	53.7	30.6
1989	71.7	77.4	65.6	46.7	52.2	40.1
1990	67.8	73.1	61.9	46.3	51.3	40.6
1991	59.6	62.2	56.1	36.8	48.8	25.0
1992	62.7	68.8	55.8	36.2	44.8	28.7
1993	64.2	67.6	60.6	46.9	61.6	30.1
1994	64.2	70.4	57.7	42.9	58.2	27.1
1995	63.1	64.1	62.3	47.7	52.8	41.1
1996	59.0	61.6	55.9	42.3	51.0	34.1

NOTE: Recent high school completers are individuals ages 16–24 who completed high school during the survey year. Recent school dropouts are individuals ages 16–24 who did not complete high school, who were not enrolled during the survey month, and who were in school 12 months earlier.

SOURCE: U.S. Department of Labor, Bureau of Labor Statistics, *Labor Force Statistics Derived from the Current Population Survey: 1940–87*. U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table 30-2 Employment rates for recent high school completers not enrolled in college and for recent school dropouts, by family income: October 1972–96

October	Recent high school completers not enrolled in college			Recent school dropouts		
	Low	Middle	High	Low	Middle	High
1972	67.0	68.1	77.5	34.5	49.0	—
1973	54.2	72.5	77.6	47.0	53.5	—
1974	([1])	([1])	([1])	([1])	([1])	([1])
1975	52.0	65.6	71.9	33.2	45.3	45.6
1976	50.2	69.7	74.5	33.5	47.7	56.1
1977	56.2	72.1	81.5	44.5	53.4	68.0
1978	59.6	74.3	80.9	42.9	52.8	59.1
1979	67.8	69.9	80.4	26.4	54.4	70.8
1980	56.6	70.1	74.1	30.0	47.9	64.8
1981	53.5	64.4	77.1	27.3	43.9	63.9
1982	44.3	61.3	70.1	27.8	40.8	—
1983	48.8	65.6	65.2	28.1	46.1	—
1984	51.7	65.4	71.9	29.3	48.0	—
1985	47.4	61.7	74.3	29.1	51.0	—
1986	57.1	63.9	77.2	39.8	50.6	—
1987	56.6	67.5	83.6	24.7	48.7	—
1988	55.8	73.2	82.2	36.5	45.6	—
1989	60.1	72.3	78.4	36.1	51.8	—
1990	49.0	71.2	71.7	30.9	53.3	—
1991	48.5	59.0	73.4	26.8	42.1	—
1992	44.0	67.7	67.5	20.2	42.4	—
1993	60.9	63.8	69.4	37.6	53.2	—
1994[2]	53.1	67.9	64.1	27.2	49.8	—
1995	56.4	65.3	66.4	36.5	53.5	—
1996	48.3	61.4	65.0	32.4	46.6	—

— Too few sample observations for a reliable estimate.

[1] Data regarding family income are not available for 1974.

[2] Revised from previously published figures.

NOTE: Recent high school completers are individuals ages 16–24 who graduated during the survey year. Recent school dropouts are individuals ages 16–24 who did not graduate, who were not enrolled during the survey month, and who were in school 12 months earlier. Low income is the bottom 20 percent of all family incomes; high income is the top 20 percent of all family incomes; and middle income is the 60 percent in-between.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table 30-3 Employment rates for recent high school completers not enrolled in college and for recent school dropouts, by parents' highest education level:[1] October 1996

Parents' highest education level	Percentage distribution	Recent high school completers not enrolled in college	Recent school dropouts
Total	**100.0**	**59.0**	**42.3**
Less than high school completion	14.7	42.3	36.6
High school completer	31.9	55.0	34.2
Some college and higher	34.0	63.8	50.4
Not available[2]	19.3	67.2	47.6

[1] Parents' highest education level is defined as either 1) the highest educational attainment of the two parents who reside with the student, or if only one parent is in the residence, the highest educational attainment of that parent; or 2) when neither parent resides with the student, the highest educational attainment of the head of the household and his or her spouse.

[2] Parents' highest education level is not available 1) for those who do not live with their parents and who are classified as the head of the household (not including those who live in college dormitories); and 2) for those whose parents' education level was not reported.

NOTE: Recent high school completers are individuals ages 16–24 who graduated during the survey year. Recent school dropouts are individuals ages 16–24 who did not graduate, who were not enrolled during the survey month, and who were in school 12 months earlier.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table 30-4 Employment rates for recent high school completers not enrolled in college and for recent school dropouts, by race/ethnicity: October 1972–96

October	Recent high school completers not enrolled in college				Recent school dropouts			
	Total[1]	White	Black	Hispanic	Total[1]	White	Black	Hispanic
1972	70.1	73.5	48.3	([2])	46.8	47.0	42.8	([2])
1973	70.7	74.9	49.7	55.9	52.7	55.1	44.1	51.2
1974	69.1	72.9	46.0	56.2	49.3	53.9	36.2	49.9
1975	65.1	68.9	37.2	61.5	41.9	46.3	21.9	49.6
1976	68.8	73.1	38.6	65.3	44.8	49.6	20.9	52.7
1977	72.0	76.0	43.3	68.0	52.7	56.6	34.8	54.5
1978	74.9	79.0	45.8	67.8	51.2	54.2	22.3	56.1
1979	72.4	76.5	44.2	67.8	49.7	54.3	27.3	52.3
1980	68.9	74.6	34.7	62.3	44.6	51.2	20.9	52.2
1981	65.9	73.0	31.2	53.8	42.1	51.3	11.7	44.9
1982	60.4	68.4	29.3	56.6	38.0	44.6	16.2	45.5
1983	63.0	69.7	34.7	55.7	44.4	49.3	26.3	40.5
1984	64.0	70.7	44.8	55.4	44.0	51.4	24.2	41.0
1985	62.0	70.9	34.5	52.2	44.2	50.1	29.4	40.0
1986	65.2	71.5	41.1	53.7	48.0	50.4	31.5	41.0
1987	68.9	75.2	46.9	58.6	41.8	48.1	25.9	47.1
1988	71.9	78.2	55.8	53.6	43.6	47.6	17.6	44.7
1989	71.7	77.6	53.7	54.6	46.7	57.6	26.4	42.1
1990	67.8	75.0	45.2	56.3	46.3	56.3	30.9	39.9
1991	59.6	67.0	32.3	57.9	36.8	38.6	24.7	36.2
1992	62.7	71.9	37.0	53.2	36.2	43.1	—	41.4
1993	64.2	71.8	42.3	47.7	46.9	52.6	27.1	34.5
1994	64.2	73.1	38.0	43.7	42.9	51.7	34.1	41.2
1995	63.1	71.4	51.5	43.0	47.7	51.6	33.5	43.9
1996	59.0	68.5	41.7	([2])	42.3	45.3	21.5	([2])

— Too few sample observations for a reliable estimate.

[1] Included in the total but not shown separately are recent high school completers not enrolled in college and recent school dropouts from other racial/ethnic groups.

[2] Due to the small sample sizes for the Hispanic category, 3-year averages were calculated. For example, the 3-year average for 1995 is the average percentage of recent high school completers not enrolled in college or recent school dropouts in 1994, 1995, and 1996. Thus, 3-year averages cannot be calculated for 1972 and 1996.

NOTE: Recent high school completers are individuals ages 16–24 who completed high school during the survey year. Recent school dropouts are individuals ages 16–24 who did not complete high school, who were not enrolled during the survey month, and who were in school 12 months earlier.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table 31-1 Percentage of 25- to 34-year-olds who were unemployed, by sex and years of school completed: March 1971–97

March	Male: Grades 9–11	Male: High school diploma or GED	Male: Some college	Male: Bachelor's degree or higher	Female: Grades 9–11	Female: High school diploma or GED	Female: Some college	Female: Bachelor's degree or higher
1971	8.3	4.4	4.6	2.8	12.8	6.6	5.9	4.0
1972	7.3	4.1	3.9	2.0	11.4	5.1	5.1	2.8
1973	6.9	3.5	3.7	2.4	8.2	5.6	3.7	2.6
1974	6.3	4.0	3.9	2.4	10.5	5.3	4.2	3.1
1975	16.8	9.0	6.6	2.6	16.8	10.0	6.9	3.5
1976	13.2	7.5	6.1	2.8	13.9	8.8	7.2	3.6
1977	13.9	7.1	5.4	3.0	15.8	8.3	6.8	4.1
1978	10.5	6.0	3.8	2.4	13.8	7.2	4.7	2.9
1979	12.1	5.4	4.5	2.0	13.5	6.2	4.7	3.5
1980	14.2	8.2	6.0	2.4	13.6	7.6	5.9	2.6
1981	16.3	9.5	6.1	2.4	16.5	8.5	5.6	2.9
1982	19.6	13.1	9.2	4.0	17.8	10.6	6.7	3.7
1983	24.8	17.2	11.1	4.3	24.3	11.3	7.8	4.1
1984	19.5	10.6	6.7	3.0	19.2	10.1	6.4	3.1
1985	15.3	9.5	4.9	2.8	18.8	8.6	5.9	2.7
1986	17.6	9.3	5.0	2.1	19.4	8.6	6.1	2.5
1987	16.0	8.2	5.3	3.0	18.0	7.9	5.0	2.5
1988	14.6	7.6	4.2	2.3	15.1	6.1	4.4	2.4
1989	13.1	6.7	3.9	2.3	15.0	5.9	4.4	2.4
1990	14.5	6.3	4.8	2.3	16.6	6.4	4.4	2.1
1991	19.1	9.7	5.6	3.6	17.0	7.1	5.0	2.7
1992	20.3	10.4	7.8	3.7	18.5	9.1	6.0	2.3
1993	19.1	10.5	6.9	3.1	18.3	8.0	5.5	3.4
1994	16.6	8.3	6.4	2.3	17.0	8.0	5.7	3.6
1995	14.3	6.6	4.6	2.8	13.8	6.9	5.4	2.6
1996	14.5	7.6	5.8	2.7	15.4	7.0	4.0	1.7
1997	14.0	6.9	4.3	2.1	18.0	6.2	5.1	2.3

NOTE: The Current Population Survey (CPS) questions used to obtain educational attainment were changed in 1992. See the supplemental note to *Indicator 22* for further discussion. An unemployed individual is someone who has no job, but who is available for work and has made specific efforts to find employment some time during the prior 4 weeks. Also included are those persons waiting to be recalled to a job from which they had been laid off, and those who are waiting to report to a new job within the next 30 days. The labor force is made up of all persons classified as employed or unemployed. The unemployment rate represents the number of unemployed individuals as a percentage of those in the labor force.

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

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Table 31-2 Percentage of 25- to 34-year-olds who were employed, by sex and years of school completed: March 1971–97

	Male				Female			
March	Grades 9–11	High school diploma or GED	Some college	Bachelor's degree or higher	Grades 9–11	High school diploma or GED	Some college	Bachelor's degree or higher
1971	87.9	93.6	89.9	92.5	35.4	43.1	44.9	56.9
1972	88.5	93.7	90.4	93.6	36.2	44.9	47.3	59.7
1973	88.8	93.8	88.5	93.5	38.4	46.5	51.0	62.7
1974	90.2	92.9	89.9	93.9	39.8	47.6	54.2	66.6
1975	78.0	88.4	87.7	93.5	35.4	48.1	53.6	66.3
1976	79.6	89.6	89.0	92.9	39.5	49.8	56.5	68.8
1977	81.5	89.5	89.1	93.3	41.0	53.0	58.0	69.5
1978	82.4	90.8	91.2	93.5	42.4	55.9	63.3	72.1
1979	80.5	91.3	90.9	94.1	43.2	58.0	64.2	74.0
1980	77.7	88.4	88.5	93.4	45.6	59.4	66.3	75.5
1981	76.7	86.9	88.5	93.7	42.7	61.3	67.6	76.4
1982	73.2	83.3	85.2	91.9	39.7	59.6	68.2	77.7
1983	69.3	78.6	83.8	91.1	37.1	58.8	68.3	79.2
1984	72.1	84.8	87.9	91.9	41.3	61.0	69.5	80.5
1985	76.1	86.1	89.7	92.2	40.3	63.9	71.0	80.6
1986	73.3	86.2	89.0	93.7	44.1	63.8	70.6	80.3
1987	75.0	86.8	89.0	92.1	44.0	65.6	72.2	81.4
1988	75.5	87.2	89.8	93.7	46.9	66.8	74.8	81.2
1989	77.6	87.8	91.1	93.7	43.0	66.9	74.0	82.1
1990	76.0	88.6	89.7	93.0	44.4	67.5	74.5	83.2
1991	69.9	84.9	88.6	91.8	42.3	67.0	73.5	82.6
1992	69.9	84.7	86.7	90.9	41.7	65.4	74.0	82.5
1993	71.0	83.6	87.2	92.3	42.2	66.0	73.0	81.6
1994	70.0	85.2	88.0	92.8	40.1	66.2	74.3	81.6
1995	71.8	86.6	89.6	92.9	45.8	67.2	73.0	83.4
1996	74.9	86.3	87.6	92.1	45.5	66.3	76.4	83.7
1997	73.0	85.6	90.0	93.0	43.1	69.6	75.3	83.1

NOTE: The Current Population Survey (CPS) questions used to obtain educational attainment were changed in 1992.

See the supplemental note to *Indicator 22* for further discussion.

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

Table 32-1 Median annual earnings (in 1997 constant dollars) of wage and salary workers ages 25–34 whose highest education level was a bachelor's degree or higher, by sex and race/ethnicity: 1970–96

Year	Male				Female			
	Total	White	Black	Hispanic	Total	White	Black	Hispanic
				All wage and salary workers				
1970	$43,169	$42,954	(*)	(*)	$29,037	$25,221	$31,365	(*)
1971	43,149	42,730	$38,380	(*)	29,397	26,851	29,981	(*)
1972	43,781	43,443	40,361	(*)	29,155	26,406	30,121	(*)
1973	43,555	42,912	37,775	(*)	28,834	26,231	28,554	(*)
1974	39,629	40,324	32,911	(*)	25,613	25,454	27,234	(*)
1975	37,388	37,771	33,399	(*)	25,414	24,966	28,176	(*)
1976	38,499	38,823	35,966	(*)	24,407	24,021	28,148	(*)
1977	38,401	38,782	34,485	(*)	24,022	23,588	27,962	(*)
1978	38,631	38,750	36,793	$36,929	23,745	23,528	24,633	(*)
1979	37,337	37,552	32,718	32,340	24,034	24,021	24,499	(*)
1980	35,666	36,261	29,815	31,128	23,355	23,209	25,192	(*)
1981	36,084	36,542	30,557	28,893	23,108	22,942	23,969	$24,084
1982	34,744	35,112	30,069	33,396	23,830	23,651	24,844	22,686
1983	35,262	35,771	28,005	31,493	24,657	24,553	25,426	24,226
1984	36,246	37,380	29,218	31,061	24,903	24,806	25,761	24,508
1985	38,495	38,916	35,541	38,245	26,163	26,162	25,390	26,084
1986	38,805	39,489	30,285	39,083	27,454	27,327	27,129	26,341
1987	38,931	40,596	26,892	35,740	28,132	27,921	28,692	28,914
1988	37,977	40,122	28,734	29,711	28,101	28,323	27,929	26,139
1989	37,917	39,518	28,055	27,441	28,808	28,794	27,675	30,050
1990	36,158	37,054	31,663	32,994	28,448	28,704	28,410	25,565
1991	36,391	37,118	27,751	30,329	27,528	28,109	25,256	23,388
1992	36,438	37,659	30,598	30,379	28,617	28,741	27,272	27,441
1993	35,397	36,329	29,365	29,637	28,184	28,638	25,081	25,086
1994	34,803	36,451	26,134	30,175	27,802	28,214	25,195	25,237
1995	34,221	36,757	30,292	29,984	27,293	27,486	23,643	26,846
1996	35,321	36,049	32,187	29,228	26,892	27,034	25,819	25,871

Table 32-1 Median annual earnings (in 1997 constant dollars) of wage and salary workers ages 25–34 whose highest education level was a bachelor's degree or higher, by sex and race/ethnicity: 1970–96—Continued

Year	Male				Female			
	Total	White	Black	Hispanic	Total	White	Black	Hispanic
	Year-round, full-time wage and salary workers							
1970	$46,221	$46,445	(*)	(*)	$33,037	$32,797	(*)	(*)
1971	45,733	46,169	(*)	(*)	32,231	32,386	$31,750	(*)
1972	46,481	46,786	$42,142	(*)	32,883	32,946	31,700	(*)
1973	46,665	47,267	40,669	(*)	32,722	32,630	33,655	(*)
1974	43,989	44,491	37,930	(*)	30,636	30,885	28,467	(*)
1975	41,972	42,285	35,344	(*)	30,590	30,781	29,023	(*)
1976	42,473	42,557	39,106	(*)	30,791	30,717	31,197	(*)
1977	42,087	37,547	31,384	(*)	29,858	27,332	25,770	(*)
1978	42,107	42,225	39,880	(*)	29,144	29,180	27,230	(*)
1979	40,938	40,927	39,385	(*)	28,863	29,046	26,747	(*)
1980	39,373	39,714	32,338	$34,835	29,018	29,164	28,151	(*)
1981	39,539	39,776	35,115	36,922	29,031	29,216	26,964	(*)
1982	38,024	38,560	33,794	36,494	28,703	28,965	26,691	(*)
1983	39,744	40,207	34,184	34,524	28,695	29,014	26,631	$27,075
1984	40,183	40,541	32,708	36,278	30,093	30,244	28,874	30,340
1985	41,022	41,824	38,403	41,211	31,386	31,853	27,283	30,765
1986	42,771	43,642	34,484	42,796	32,162	32,453	29,461	29,744
1987	43,042	43,805	33,184	39,563	31,529	32,049	29,533	31,414
1988	42,135	42,797	30,070	34,805	32,618	33,322	29,691	31,426
1989	41,421	42,836	30,292	34,019	33,457	33,580	30,935	33,215
1990	39,113	39,629	33,359	38,306	32,962	33,224	31,628	29,892
1991	41,476	42,193	32,323	37,380	32,045	32,405	27,726	28,658
1992	40,848	41,693	34,593	32,880	32,296	32,424	30,921	30,446
1993	40,112	40,883	30,537	33,694	33,308	33,739	28,733	28,687
1994	39,091	39,743	27,680	34,522	32,092	32,724	27,832	28,206
1995	39,006	40,320	32,233	34,959	31,537	31,916	27,352	29,983
1996	38,306	38,736	36,465	34,317	30,654	30,903	28,127	30,349

* Too few sample observations for a reliable estimate.

NOTE: The Current Population Survey (CPS) questions used to obtain educational attainment were changed in 1992. See the supplemental note to *Indicator 22* for further discussion.

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

Table 32-2 Median annual earnings (in 1997 constant dollars) of wage and salary workers ages 25–34 whose highest education level was grades 9–11, by sex and race/ethnicity: 1970–96

	Male				Female			
Year	Total	White	Black	Hispanic	Total	White	Black	Hispanic
				All wage and salary workers				
1970	$29,104	$30,615	$20,024	$28,133	$11,948	$8,358	$7,780	(*)
1971	29,774	30,710	20,504	24,717	12,859	9,404	9,012	(*)
1972	29,512	31,584	21,127	26,221	12,613	8,462	11,809	(*)
1973	31,330	33,196	22,962	23,937	12,396	10,065	10,857	(*)
1974	27,946	29,911	22,145	24,277	9,171	8,547	10,045	$10,443
1975	25,071	27,039	18,078	21,864	9,477	9,144	9,920	(*)
1976	25,359	26,680	19,595	26,330	9,401	8,504	10,308	12,586
1977	25,153	27,299	19,200	23,809	9,818	9,145	10,843	11,811
1978	25,114	27,216	18,605	23,779	8,243	8,307	8,428	7,634
1979	24,448	26,697	19,045	21,663	10,899	10,949	10,633	10,359
1980	21,987	23,821	16,642	22,375	9,908	9,460	11,121	10,600
1981	20,461	21,670	14,981	21,249	9,179	8,932	8,505	11,831
1982	18,441	19,432	15,325	16,934	9,724	9,244	10,421	11,819
1983	18,278	19,883	12,282	17,113	9,832	9,487	10,437	9,656
1984	16,891	17,851	11,673	18,603	8,711	8,825	8,051	9,425
1985	18,089	19,824	14,029	17,769	9,713	9,497	9,307	11,033
1986	17,910	19,058	15,629	18,113	9,970	9,697	10,820	8,912
1987	18,937	20,963	15,437	16,738	10,636	11,489	8,265	10,508
1988	18,158	20,509	11,698	15,994	8,678	8,142	8,928	9,874
1989	18,241	20,442	12,108	15,885	9,361	9,813	6,734	10,724
1990	17,373	19,170	13,747	15,320	8,524	8,520	5,988	9,715
1991	15,361	17,715	12,339	14,429	9,242	9,241	7,206	9,637
1992	15,478	17,794	10,800	14,214	10,934	11,456	8,647	11,104
1993	15,109	17,537	11,595	13,460	8,305	8,051	6,689	9,628
1994	15,471	17,700	11,244	13,906	8,625	9,341	7,950	7,204
1995	16,645	18,412	12,321	14,408	8,800	9,544	7,388	8,168
1996	15,774	17,490	13,310	14,642	9,129	9,795	5,265	9,580

Table 32-2 Median annual earnings (in 1997 constant dollars) of wage and salary workers ages 25–34 whose highest education level was grades 9–11, by sex and race/ethnicity: 1970–96—Continued

	Male				Female			
Year	Total	White	Black	Hispanic	Total	White	Black	Hispanic
				Year-round, full-time wage and salary workers				
1970	$31,386	$33,108	$23,352	$29,944	$18,030	$18,727	$16,111	(*)
1971	31,329	33,245	24,655	26,213	17,758	18,352	16,468	(*)
1972	32,319	34,419	24,415	29,533	18,446	19,375	17,078	(*)
1973	33,056	35,721	24,959	(*)	19,499	20,267	16,408	(*)
1974	31,879	33,186	26,685	(*)	17,309	17,816	15,378	(*)
1975	30,388	31,834	23,267	(*)	17,371	17,200	16,813	(*)
1976	29,773	31,450	24,110	29,121	17,633	19,032	16,096	(*)
1977	29,730	28,267	20,660	(*)	18,134	15,273	14,929	(*)
1978	29,084	30,767	23,054	26,891	18,714	19,246	17,170	(*)
1979	28,694	31,440	22,527	25,408	18,004	18,415	17,748	(*)
1980	26,112	29,276	18,224	26,027	16,916	17,317	16,807	(*)
1981	25,556	27,350	18,993	25,099	15,769	15,806	(*)	(*)
1982	24,786	26,382	19,768	20,775	16,733	16,617	18,170	(*)
1983	23,386	25,119	17,102	22,025	16,162	16,121	(*)	(*)
1984	23,500	25,475	16,545	24,782	16,731	17,656	13,290	(*)
1985	23,367	25,095	16,960	21,895	16,655	17,231	(*)	(*)
1986	23,392	25,033	17,642	22,817	16,873	17,699	15,589	(*)
1987	24,243	26,048	19,996	20,477	16,669	16,861	(*)	(*)
1988	23,230	25,159	18,900	20,702	14,980	15,258	14,173	(*)
1989	22,739	24,761	17,682	21,010	15,656	15,911	(*)	$14,193
1990	21,460	23,847	16,854	19,984	15,481	16,908	(*)	13,595
1991	20,861	23,541	16,110	19,055	14,253	14,801	12,368	(*)
1992	19,923	23,330	17,809	16,703	15,458	16,876	14,838	(*)
1993	19,878	22,693	16,147	17,453	14,878	14,857	(*)	15,195
1994	19,739	22,329	18,312	16,381	14,607	16,248	(*)	12,809
1995	20,508	22,237	18,437	17,928	14,516	15,795	12,131	12,927
1996	19,232	21,740	17,461	16,546	15,138	16,088	(*)	15,039

* Too few sample observations for a reliable estimate.

NOTE: The Current Population Survey (CPS) questions used to obtain educational attainment were changed in 1992. See the supplemental note to *Indicator 22* for further discussion.

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

Table 32-3 Median annual earnings (in 1997 constant dollars) of wage and salary workers ages 25–34 whose highest education level was a high school diploma or GED, by sex and race/ethnicity: 1970–96

Year	Male				Female			
	Total	White	Black	Hispanic	Total	White	Black	Hispanic
				All wage and salary workers				
1970	$34,749	$35,366	$25,790	$30,825	$17,244	$13,904	$15,045	$14,930
1971	35,153	35,585	26,425	29,393	17,639	14,624	14,098	14,087
1972	36,682	37,314	28,219	33,012	17,940	15,156	14,869	15,482
1973	37,334	37,676	30,187	30,717	17,546	14,573	15,512	16,159
1974	34,622	35,389	29,546	32,663	14,750	14,359	16,155	17,402
1975	32,006	32,885	26,922	28,995	14,745	14,260	16,658	15,687
1976	32,400	33,396	24,513	29,448	15,430	14,940	17,719	14,994
1977	32,612	34,252	24,808	27,800	15,687	15,408	17,144	15,536
1978	32,826	34,412	25,274	29,416	15,318	14,885	17,698	15,351
1979	32,206	33,857	24,374	26,388	15,468	15,342	16,284	15,549
1980	29,937	31,133	22,030	24,207	15,360	15,423	15,390	14,886
1981	27,884	29,006	21,784	23,417	14,974	14,820	15,259	15,690
1982	25,913	27,050	19,947	22,907	14,624	14,475	15,060	14,770
1983	26,063	27,417	18,973	23,729	14,789	14,599	16,029	14,079
1984	26,694	28,777	17,850	24,270	15,448	15,440	15,257	15,577
1985	25,681	27,611	20,275	21,047	15,499	15,754	14,244	15,206
1986	25,797	27,670	17,900	21,866	15,421	15,624	13,814	15,795
1987	26,191	28,307	18,007	22,763	15,792	16,018	14,910	15,550
1988	26,821	28,218	20,988	22,846	15,519	15,905	14,483	15,332
1989	26,151	27,460	19,915	21,211	14,941	15,275	13,480	14,815
1990	24,490	26,163	19,019	19,800	14,803	15,171	13,586	13,448
1991	23,841	25,439	18,085	19,039	14,492	14,915	12,794	14,551
1992	22,746	24,343	16,705	19,635	14,306	14,830	12,781	13,858
1993	22,585	23,947	17,634	18,508	14,150	15,124	11,258	13,774
1994	22,919	24,097	17,400	19,132	14,907	15,489	13,976	13,701
1995	22,527	24,382	17,094	18,445	14,272	14,928	12,825	12,936
1996	22,962	25,142	18,139	19,576	14,318	15,171	12,890	12,795

Table 32-3 Median annual earnings (in 1997 constant dollars) of wage and salary workers ages 25–34 whose highest education level was a high school diploma or GED, by sex and race/ethnicity: 1970–96—Continued

Year	Male				Female			
	Total	White	Black	Hispanic	Total	White	Black	Hispanic
	Year-round, full-time wage and salary workers							
1970	$36,323	$37,208	$29,001	$32,404	$22,804	$23,233	$20,175	(*)
1971	36,710	37,459	29,490	33,147	22,517	22,574	22,031	(*)
1972	38,041	39,030	29,945	33,964	23,151	23,398	21,878	$23,531
1973	38,546	39,266	32,867	34,176	22,576	22,665	22,374	23,150
1974	36,667	37,182	33,348	35,439	22,254	22,237	22,236	22,707
1975	35,219	35,768	32,001	31,813	22,334	22,251	22,849	21,605
1976	35,101	35,883	29,957	32,375	22,591	22,787	22,078	21,783
1977	36,066	31,760	28,415	28,248	22,947	19,757	20,289	19,184
1978	37,067	37,639	31,565	34,667	22,663	22,949	21,979	21,778
1979	35,498	36,563	28,757	30,444	21,951	22,279	20,495	20,470
1980	32,958	33,771	26,768	28,180	21,653	21,909	20,596	20,855
1981	31,573	32,607	27,300	27,125	20,762	20,977	20,400	19,499
1982	30,484	31,750	25,247	27,154	20,376	20,546	19,480	20,238
1983	30,709	32,202	22,831	27,077	20,579	20,923	19,619	19,831
1984	31,591	32,833	21,964	28,786	21,003	21,619	18,805	20,322
1985	29,952	31,573	23,816	24,527	21,287	21,877	18,273	20,724
1986	30,006	31,290	23,655	26,829	21,222	21,593	18,128	22,822
1987	30,071	31,338	22,506	27,470	21,478	21,900	19,210	21,000
1988	29,619	30,787	22,984	26,766	20,986	21,620	18,217	20,287
1989	28,413	29,736	23,596	24,612	20,851	21,085	19,295	20,277
1990	27,184	29,314	21,092	22,874	20,134	20,600	17,594	17,992
1991	26,527	28,358	20,388	23,267	20,581	21,061	18,651	19,887
1992	26,036	27,595	19,697	22,858	20,281	20,831	18,996	20,209
1993	24,976	26,712	20,640	21,864	19,935	21,061	16,294	18,463
1994	25,744	26,882	21,832	22,430	19,401	19,994	17,376	18,674
1995	25,187	19,150	17,189	21,183	18,446	19,150	17,189	17,625
1996	25,989	27,106	22,465	21,924	19,145	20,274	16,392	17,454

* Too few sample observations for a reliable estimate.

NOTE: The Current Population Survey (CPS) questions used to obtain educational attainment were changed in 1992. See the supplemental note to *Indicator 22* for further discussion.

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

Table 32-4 Median annual earnings (in 1997 constant dollars) of wage and salary workers ages 25–34 whose highest education level was some college, by sex and race/ethnicity: 1970–96

Year	Male				Female			
	Total	White	Black	Hispanic	Total	White	Black	Hispanic
				All wage and salary workers				
1970	$38,389	$37,949	$34,057	(*)	$20,468	$15,704	$19,768	(*)
1971	37,295	36,962	31,133	(*)	20,334	15,990	20,336	(*)
1972	38,156	37,587	32,689	$33,171	20,838	17,405	18,639	(*)
1973	37,624	37,458	31,185	32,237	21,440	18,197	21,475	(*)
1974	35,221	36,007	29,760	31,929	17,613	17,038	20,549	(*)
1975	34,210	35,073	29,007	29,436	18,274	17,683	21,402	(*)
1976	33,501	34,520	26,539	28,795	17,548	17,242	20,599	$16,768
1977	33,369	34,582	28,345	26,799	19,225	19,056	20,572	17,579
1978	34,323	34,873	33,621	29,448	17,849	17,414	21,351	16,577
1979	33,999	34,924	28,666	30,659	18,455	18,507	20,137	17,709
1980	31,205	32,097	25,727	29,413	19,076	19,204	19,151	16,524
1981	29,703	30,722	24,631	26,813	18,444	18,364	18,560	19,689
1982	28,940	30,222	20,702	25,822	17,631	17,415	18,207	18,911
1983	29,492	30,540	24,889	26,886	18,337	18,456	17,637	19,062
1984	30,772	31,890	21,741	27,170	18,720	18,481	19,256	19,328
1985	30,504	31,705	22,733	26,730	18,263	18,725	16,688	16,932
1986	30,406	31,764	23,678	27,734	18,723	18,850	17,756	19,913
1987	29,662	30,650	23,242	25,938	19,745	19,538	19,828	21,347
1988	29,443	30,538	23,313	25,152	20,312	20,657	19,187	17,541
1989	29,358	30,537	23,964	26,123	19,696	19,784	19,584	19,025
1990	28,027	29,524	24,055	25,862	19,793	20,227	17,658	19,697
1991	27,196	29,157	20,981	25,010	19,151	19,638	16,712	18,750
1992	25,804	27,334	21,744	23,534	19,189	19,647	16,663	18,989
1993	25,362	26,903	20,613	21,828	18,567	18,974	16,660	17,740
1994	26,240	27,448	22,666	23,890	17,948	17,943	17,623	19,235
1995	24,990	26,733	23,203	20,086	18,323	18,780	18,181	15,740
1996	26,198	26,895	25,131	23,246	18,217	18,810	17,220	17,031

Table 32-4 Median annual earnings (in 1997 constant dollars) of wage and salary workers ages 25–34 whose highest education level was some college, by sex and race/ethnicity: 1970–96

Year	Male				Female			
	Total	White	Black	Hispanic	Total	White	Black	Hispanic
				Year-round, full-time wage and salary workers				
1970	$40,485	$41,019	$36,154	(*)	$25,581	$25,689	$25,569	(*)
1971	39,951	40,577	36,416	(*)	25,670	25,450	(*)	(*)
1972	40,627	41,495	34,719	(*)	26,879	27,317	(*)	(*)
1973	39,728	40,434	35,124	$36,659	26,937	27,232	25,752	(*)
1974	38,006	38,597	33,639	35,186	25,382	25,374	24,609	(*)
1975	38,211	39,195	32,652	33,318	25,319	25,393	25,576	(*)
1976	38,080	38,658	32,524	35,402	25,249	25,550	24,242	(*)
1977	37,778	34,803	28,993	29,584	25,614	22,547	22,710	(*)
1978	38,015	38,304	37,427	32,099	24,746	24,725	24,933	(*)
1979	37,176	37,991	31,200	35,584	24,810	24,964	24,288	(*)
1980	34,663	35,568	28,709	33,261	23,633	23,835	22,159	$23,584
1981	34,201	35,081	28,124	33,580	23,679	24,098	22,225	23,943
1982	33,853	34,666	26,255	28,989	24,080	24,382	23,434	21,845
1983	33,782	34,534	27,839	30,041	24,914	25,329	23,372	23,761
1984	34,196	35,301	27,211	31,212	24,279	24,733	21,848	23,392
1985	33,884	35,519	25,575	33,919	24,587	25,306	20,951	24,550
1986	34,304	36,081	27,643	30,398	24,505	25,154	21,534	23,867
1987	32,995	34,101	26,121	31,454	25,081	25,175	24,760	24,633
1988	33,964	35,258	28,555	28,911	25,304	25,636	24,289	27,469
1989	33,022	34,118	26,892	28,860	24,905	25,387	23,506	24,482
1990	31,992	32,994	27,851	28,655	24,667	25,246	21,790	22,533
1991	31,231	31,999	25,699	29,289	24,465	25,017	21,943	24,689
1992	30,374	30,945	27,435	27,683	24,223	24,711	21,265	24,870
1993	28,957	29,805	24,858	25,119	23,635	24,251	21,075	23,054
1994	28,894	29,805	25,213	25,869	23,138	23,352	21,538	24,208
1995	27,994	28,838	26,677	23,057	22,727	23,141	22,181	21,091
1996	28,629	29,803	27,468	26,368	22,720	23,823	21,377	21,264

* Too few sample observations for a reliable estimate.

NOTE: The Current Population Survey (CPS) questions used to obtain educational attainment were changed in 1992. See the supplemental note to *Indicator 22* for further discussion.

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

Table 32-5 Ratio* of median annual earnings of wage and salary workers ages 25–34 whose highest education level was grades 9–11, some college, or a bachelor's degree or higher to those with a high school diploma or GED, by sex: 1970–96

	Grades 9-11		Some college		Bachelor's degree or higher	
Year	Male	Female	Male	Female	Male	Female
1970	0.84	0.69	1.10	1.19	1.24	1.68
1971	0.85	0.73	1.06	1.15	1.23	1.67
1972	0.80	0.70	1.04	1.16	1.19	1.63
1973	0.84	0.71	1.01	1.22	1.17	1.64
1974	0.81	0.62	1.02	1.19	1.14	1.74
1975	0.78	0.64	1.07	1.24	1.17	1.72
1976	0.78	0.61	1.03	1.14	1.19	1.58
1977	0.77	0.63	1.02	1.23	1.18	1.53
1978	0.77	0.54	1.05	1.17	1.18	1.55
1979	0.76	0.70	1.06	1.19	1.16	1.55
1980	0.73	0.65	1.04	1.24	1.19	1.52
1981	0.73	0.61	1.07	1.23	1.29	1.54
1982	0.71	0.66	1.12	1.21	1.34	1.63
1983	0.70	0.66	1.13	1.24	1.35	1.67
1984	0.63	0.56	1.15	1.21	1.36	1.61
1985	0.70	0.63	1.19	1.18	1.50	1.69
1986	0.69	0.65	1.18	1.21	1.50	1.78
1987	0.72	0.67	1.13	1.25	1.49	1.78
1988	0.68	0.56	1.10	1.31	1.42	1.81
1989	0.70	0.63	1.12	1.32	1.45	1.93
1990	0.71	0.58	1.14	1.34	1.48	1.92
1991	0.64	0.64	1.14	1.32	1.53	1.90
1992	0.68	0.76	1.13	1.34	1.60	2.00
1993	0.67	0.59	1.12	1.31	1.57	1.99
1994	0.68	0.58	1.14	1.20	1.52	1.86
1995	0.74	0.62	1.11	1.28	1.52	1.91
1996	0.69	0.64	1.14	1.27	1.54	1.88

* This ratio is most useful when compared to 1.0. For example, the ratio of 1.54 in 1996 for males whose highest education level was a bachelor's degree or higher means that they earned 54 percent more than males who had a high school diploma or GED. The ratio of 0.69 in 1996 for males whose highest education level was grades 9–11 means that they earned 31 percent less than males who had a high school diploma or GED.

NOTE: The Current Population Survey (CPS) questions used to obtain educational attainment were changed in 1992. See the supplemental note to *Indicator 22* for further discussion.

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

Table 33-1 Median starting salaries (in 1997 constant dollars) of college graduates who worked full time and who were not enrolled in college 1 year after graduation, by field of study, sex, and race/ethnicity: Years of graduation 1977–93

Major field of study, sex, and race/ethnicity	1977	1980	1984	1986	1990	1993
All graduates	**$26,490**	**$23,832**	**$25,965**	**$27,654**	**$26,053**	**$24,156**
Field of study						
Humanities and social and behavioral sciences	23,058	20,655	22,016	24,073	23,206	21,767
Humanities	21,112	20,151	21,145	22,926	22,459	21,469
Social and behavioral sciences	23,674	21,116	22,692	25,227	23,601	21,984
Natural and computer sciences and engineering	32,979	33,506	34,879	34,497	34,231	28,460
Natural sciences	26,004	23,642	24,667	25,936	25,581	22,347
Computer sciences and engineering	38,794	38,364	37,585	37,131	36,729	32,802
Technical/professional	26,507	23,724	25,349	26,859	25,874	24,462
Education	22,744	19,405	20,735	22,503	23,018	20,456
Business	30,303	26,974	27,201	28,367	27,312	26,658
Other professional or technical	27,228	25,452	25,628	26,838	26,628	24,959
Sex						
Male	29,905	27,326	28,709	29,987	28,367	26,738
Female	23,033	21,083	23,639	25,460	24,543	22,508
Race/ethnicity						
White	26,571	23,975	26,037	27,632	25,964	24,168
Black	24,490	22,325	23,163	25,018	24,909	22,436
Hispanic	27,385	26,096	26,945	27,860	26,594	24,063
Asian/Pacific Islander	29,680	22,618	27,475	30,893	29,808	25,380
American Indian/Alaskan Native	—	—	—	28,015	25,334	23,335

— Too few sample observations for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Recent College Graduate surveys (1977–90) and 1993 Baccalaureate and Beyond Longitudinal Study, First Follow-up (B&B:93/94).

Table 33-2 Percentage distribution of college graduates who were working full time and who were not enrolled in college 1 year after graduation, by field of study, sex, and race/ethnicity: Years of graduation 1977–93

Major field of study, sex, and race/ethnicity	1977	1980	1984	1986	1990	1993
All graduates	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Major field of study						
Humanities	8.2	9.1	9.0	7.4	9.2	10.9
Social and behavioral sciences	14.7	11.9	11.7	10.3	14.0	14.1
Natural sciences	7.5	7.1	5.6	5.3	4.8	6.7
Computer sciences and engineering	9.1	9.6	15.8	17.3	12.2	9.0
Education	17.9	14.3	9.6	8.9	9.7	11.6
Business	24.0	25.3	28.5	31.8	28.5	27.4
Other professional or technical	18.5	22.6	19.7	19.0	21.6	20.3
Sex						
Male	57.1	51.2	50.5	49.6	48.2	46.4
Female	42.9	48.8	49.5	50.4	51.8	53.4
Race/ethnicity						
White	90.2	92.1	90.0	88.9	86.6	85.0
Black	6.1	5.2	4.9	3.9	6.1	5.5
Hispanic	1.5	1.4	2.3	3.3	3.5	4.6
Asian/Pacific Islander	1.6	1.0	2.4	2.0	3.3	4.4
American Indian/Alaskan Native	0.2	0.4	0.4	0.8	0.5	0.6
Other	0.4	—	—	1.1	(*)	(*)

— Too few sample observations for a reliable estimate.

* Not applicable.

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Recent College Graduate surveys (1977–90) and 1993 Baccalaureate and Beyond Longitudinal Study, First Follow-up (B&B:93/94).

Table 34-1 Percentage of 25- to 34-year-olds who received income from AFDC or other public assistance programs, by years of school completed and sex: 1972–96

Year*	Years of school completed					
	All levels	Less than 9 years	9–11 years	12 years	13–15 years	16 years or more
				Male		
1972	1.9	5.9	3.6	1.6	1.0	0.6
1973	1.5	6.0	3.2	1.2	1.1	0.3
1974	1.8	6.1	4.5	1.4	1.0	0.8
1975	1.2	4.7	3.4	0.9	1.1	—
1976	1.4	4.4	4.1	1.2	1.3	0.2
1977	1.3	4.7	3.7	1.4	0.4	0.3
1978	1.3	5.2	4.2	1.2	0.9	0.2
1979	1.3	5.1	4.6	1.1	0.6	0.3
1980	1.4	4.2	2.8	1.6	1.3	0.3
1981	1.5	4.3	5.0	1.6	1.0	0.2
1982	1.4	3.9	4.7	1.7	0.6	0.2
1983	1.5	3.9	5.4	1.5	1.1	0.2
1984	1.6	4.6	5.3	1.7	0.9	0.3
1985	1.4	4.8	4.9	1.3	1.0	0.2
1986	1.2	2.2	4.3	1.1	0.6	0.3
1987	1.3	4.5	2.9	1.3	1.1	0.1
1988	1.0	4.9	3.0	1.0	0.6	—
1989	1.2	2.3	4.3	1.2	0.6	0.2
1990	1.0	2.1	3.8	0.9	0.4	0.3
1991	1.1	2.3	2.7	1.0	0.8	0.4
1992	1.4	2.6	4.6	1.4	0.9	0.2
1993	1.1	2.9	2.8	1.4	0.7	0.1
1994	1.1	2.5	3.2	1.3	0.9	—
1995	0.9	2.0	2.1	1.3	0.6	0.2
1996	0.6	0.8	1.9	0.8	0.4	0.1
				Female		
1972	6.1	17.9	14.7	4.6	2.2	—
1973	6.3	18.2	15.7	4.9	2.3	0.9
1974	6.8	24.0	17.1	4.8	3.1	0.8
1975	6.0	17.7	16.9	5.2	1.9	0.6
1976	6.2	17.0	18.5	5.2	2.9	0.7
1977	6.6	18.3	18.4	5.9	4.0	0.4
1978	6.4	16.7	19.0	5.6	4.3	0.5
1979	6.5	19.8	19.8	5.9	3.7	0.9
1980	7.0	19.9	21.1	6.8	3.8	0.6
1981	7.1	18.6	20.9	7.1	4.5	0.8
1982	6.5	15.7	22.4	6.6	3.6	0.3
1983	6.8	20.1	23.2	6.8	3.9	0.4
1984	6.9	22.9	24.2	6.4	3.8	1.2
1985	7.0	20.1	23.1	7.4	4.2	0.5
1986	7.2	22.5	24.2	7.6	4.1	0.3
1987	7.0	22.5	23.8	7.4	3.7	0.4
1988	6.9	18.8	26.0	7.2	3.6	0.4
1989	6.7	16.7	23.8	6.9	4.1	0.7
1990	7.8	16.7	26.3	8.7	4.4	0.6
1991	8.8	22.3	29.5	10.1	5.2	0.6
1992	8.8	19.6	30.1	9.9	6.1	0.8
1993	9.4	18.4	31.1	11.4	6.3	0.8
1994	8.6	15.9	26.7	10.5	7.3	0.8
1995	7.9	16.8	24.8	9.2	7.2	0.5
1996	7.0	15.3	25.3	7.9	6.1	0.8

— Too few sample observations for a reliable estimate.

* Respondents were asked how much AFDC or public assistance income they received during the previous calendar year. The "Year" column reflects the calendar year rather than the survey year.

NOTE: The Current Population Survey (CPS) questions used to obtain educational attainment were changed in 1992. See the supplemental note to *Indicator 22* for further discussion.

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

Table 34-2 Percentage of 25- to 34-year-olds who received income from AFDC or other public assistance programs, by years of school completed and race/ethnicity: 1972–96

	Years of school completed					
Year*	All levels	Less than 9 years	9–11 years	12 years	13–15 years	16 years or more
			White			
1972	2.4	7.3	6.0	2.2	0.9	0.4
1973	2.3	9.3	5.6	2.1	1.4	0.5
1974	2.9	12.2	8.0	2.4	1.5	0.7
1975	2.3	7.7	7.0	2.4	1.1	0.3
1976	2.3	6.9	7.5	2.3	1.5	0.4
1977	2.4	8.5	8.0	2.6	1.2	0.3
1978	2.2	8.5	7.7	2.3	1.6	0.2
1979	2.3	9.1	7.9	2.5	1.2	0.5
1980	2.7	9.1	8.5	3.2	1.6	0.3
1981	2.6	7.7	9.5	2.9	2.0	0.3
1982	2.4	7.3	10.3	2.6	1.1	0.2
1983	2.5	9.8	10.7	2.6	1.6	0.1
1984	2.6	10.2	10.6	2.7	1.4	0.5
1985	2.6	10.8	9.5	3.1	1.3	0.3
1986	2.8	10.6	11.2	2.9	2.0	0.2
1987	2.4	9.3	7.8	2.9	1.7	0.2
1988	2.4	11.0	9.2	2.8	1.2	0.1
1989	2.4	9.1	8.5	2.9	1.4	0.3
1990	2.7	9.6	10.6	3.2	1.7	0.3
1991	3.4	12.5	11.9	4.0	2.4	0.4
1992	3.4	11.3	11.3	4.0	2.9	0.4
1993	3.3	12.0	11.5	3.8	2.8	0.3
1994	3.2	8.2	10.0	4.2	3.3	0.3
1995	2.7	4.4	7.8	3.7	2.9	0.3
1996	2.3	5.2	8.7	3.1	2.3	0.2
			Black			
1972	15.0	24.1	23.2	12.2	7.7	0.0
1973	14.5	23.1	25.9	12.1	4.3	—
1974	13.9	27.5	25.0	10.7	7.2	2.7
1975	13.0	24.3	27.8	10.0	5.2	0.0
1976	13.8	22.8	27.0	11.4	7.3	1.8
1977	13.8	24.0	26.4	12.4	8.4	—
1978	14.6	23.2	28.1	12.4	10.6	2.0
1979	13.5	26.3	26.8	12.0	8.1	1.9
1980	13.4	24.7	25.3	12.9	7.9	1.7
1981	14.6	27.2	29.1	14.9	8.0	2.5
1982	12.8	14.6	25.8	13.6	8.2	1.3
1983	13.4	19.2	26.8	13.4	8.2	2.5
1984	14.0	27.3	30.3	12.6	8.8	3.9
1985	12.6	15.0	30.7	11.7	9.7	1.0
1986	11.4	21.5	25.7	11.8	5.0	1.6
1987	13.0	30.1	28.5	12.4	7.3	—
1988	12.3	32.2	28.9	11.6	7.1	1.1
1989	11.8	16.9	30.3	10.9	7.3	1.9
1990	13.1	15.8	30.9	13.0	6.9	2.7
1991	12.4	18.9	28.6	13.1	6.2	—
1992	13.7	18.3	35.6	13.2	8.3	1.5
1993	14.1	17.9	31.3	15.9	8.2	2.6
1994	12.9	14.6	29.9	12.9	10.5	1.7
1995	12.3	28.9	29.9	11.6	9.7	1.2
1996	10.5	17.2	26.8	9.5	8.0	3.2

Table 34-2 Percentage of 25- to 34-year-olds who received income from AFDC or other public assistance programs, by years of school completed and race/ethnicity: 1972–96—Continued

	Years of school completed					
Year*	All levels	Less than 9 years	9–11 years	12 years	13–15 years	16 years or more
			Hispanic			
1972	8.2	14.4	9.6	3.4	3.8	—
1973	8.2	11.1	16.2	5.5	2.1	0.0
1974	9.3	16.2	14.2	3.8	2.3	—
1975	6.9	12.9	10.6	3.4	1.9	0.0
1976	8.5	13.7	15.0	4.7	2.2	—
1977	8.6	12.5	13.1	6.6	4.0	—
1978	7.8	9.8	13.7	6.9	3.5	—
1979	7.8	11.5	15.1	5.4	2.5	0.0
1980	7.1	9.9	14.2	4.5	3.8	—
1981	6.8	9.1	13.3	5.0	2.8	2.5
1982	7.2	9.9	14.2	5.4	3.7	—
1983	7.4	9.2	15.5	5.2	4.1	1.5
1984	7.2	11.6	10.6	5.7	3.3	2.0
1985	7.6	12.2	13.2	5.2	3.5	0.8
1986	7.0	10.5	10.6	6.8	2.9	—
1987	6.6	11.2	10.7	5.9	2.4	0.9
1988	6.1	7.5	14.0	4.8	2.3	1.0
1989	5.6	5.7	12.0	4.4	4.0	1.0
1990	6.5	7.6	13.2	5.3	2.9	0.8
1991	7.6	9.6	15.1	6.0	4.0	—
1992	7.3	7.6	15.0	7.2	3.6	0.6
1993	7.9	7.9	14.6	8.2	5.0	—
1994	6.2	6.9	10.6	5.4	4.4	1.7
1995	6.2	8.3	9.6	5.6	5.0	0.4
1996	5.3	6.8	9.5	4.1	4.0	0.5

— Too few sample observations for a reliable estimate.

* Respondents were asked how much AFDC or public assistance income they received during the previous calendar year. The "Year" column reflects the calendar year rather than the survey year.

NOTE: The Current Population Survey (CPS) questions used to obtain educational attainment were changed in 1992. See the supplemental note to *Indicator 22* for further discussion. Due to small sample sizes, data for 25- to 34-year-olds from other racial/ethnic groups are not shown.

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

Table 34-3 Percentage of 25- to 34-year-olds who received income from AFDC or other public assistance programs, by years of school completed and region: 1972–96

Year*	Years of school completed All levels	Less than 9 years	9–11 years	12 years	13–15 years	16 years or more
			Northeast			
1972	5.7	18.1	15.2	4.5	1.1	0.4
1973	5.1	17.5	15.4	3.7	0.7	0.8
1974	5.4	18.8	15.8	3.7	2.6	1.3
1975	4.7	16.4	15.5	3.9	2.3	—
1976	4.9	14.6	19.7	3.4	2.7	0.6
1977	5.1	19.3	17.5	4.1	2.9	0.7
1978	4.8	18.4	19.6	3.9	2.7	0.3
1979	5.5	21.8	20.7	5.0	2.5	0.5
1980	5.5	19.1	14.8	6.3	3.3	0.5
1981	5.6	18.2	20.8	5.4	4.0	0.8
1982	5.1	17.6	24.0	4.5	2.2	0.3
1983	5.3	20.8	20.0	5.9	2.4	0.3
1984	6.1	28.0	25.8	5.9	2.8	0.7
1985	5.5	31.2	23.4	5.2	3.1	0.4
1986	4.8	19.6	19.1	5.3	2.6	0.2
1987	4.5	23.2	16.3	4.9	2.4	0.4
1988	4.4	19.3	19.5	4.4	2.7	0.3
1989	4.3	13.1	18.4	5.0	1.9	0.6
1990	5.3	14.5	24.3	5.5	3.5	0.4
1991	5.8	16.3	22.8	6.6	3.4	0.6
1992	6.1	19.1	22.6	7.0	4.5	0.6
1993	5.8	22.2	22.0	6.1	4.5	0.7
1994	5.6	15.8	21.8	6.6	4.8	0.3
1995	4.7	12.1	16.7	4.9	4.8	0.6
1996	4.9	10.5	19.0	5.1	5.2	0.7
			Midwest			
1972	3.7	9.1	10.0	3.1	1.6	—
1973	3.7	13.8	10.3	3.0	1.8	0.4
1974	4.1	21.3	10.5	3.2	1.6	0.7
1975	4.0	13.6	12.5	3.9	1.7	0.3
1976	4.0	15.5	11.7	4.2	1.9	0.3
1977	4.0	10.9	12.6	4.6	1.8	0.2
1978	4.0	13.6	13.4	3.5	2.9	0.4
1979	4.2	18.2	15.0	3.8	2.1	0.5
1980	5.1	15.4	17.2	5.0	3.2	0.8
1981	5.0	12.5	16.9	5.4	3.6	0.3
1982	5.4	13.3	20.2	5.8	3.5	—
1983	5.9	18.2	22.5	5.7	4.0	0.7
1984	6.0	20.7	21.8	5.9	3.4	1.1
1985	5.7	14.3	17.4	6.5	3.4	0.3
1986	5.7	25.9	19.3	5.5	3.7	0.5
1987	5.4	21.6	17.6	5.7	3.2	—
1988	5.0	18.2	16.4	5.5	2.6	0.2
1989	4.8	12.4	17.7	4.8	3.3	0.4
1990	5.5	16.3	19.0	5.9	3.1	0.5
1991	5.7	15.0	19.6	6.2	4.2	0.3
1992	5.9	11.1	22.0	6.5	4.2	0.5
1993	6.2	11.9	21.5	7.2	5.0	0.1
1994	5.5	5.6	18.4	6.9	5.1	0.5
1995	4.3	5.5	16.5	5.6	3.7	0.5
1996	3.9	—	11.3	4.7	4.8	0.4

Table 34-3 Percentage of 25- to 34-year-olds who received income from AFDC or other public assistance programs, by years of school completed and region: 1972–96—Continued

	Years of school completed					
Year*	All levels	Less than 9 years	9–11 years	12 years	13–15 years	16 years or more
			South			
1972	2.8	9.1	5.7	1.9	0.6	0.0
1973	2.9	8.8	6.5	2.3	0.7	—
1974	3.6	12.3	8.6	2.3	1.0	0.3
1975	2.7	9.3	8.0	1.6	0.7	0.0
1976	2.9	6.9	9.2	2.1	0.9	0.2
1977	3.0	8.9	9.1	2.4	1.0	—
1978	3.2	9.2	9.2	2.7	1.5	—
1979	2.7	7.8	7.6	2.3	1.7	0.2
1980	2.8	8.4	8.3	2.6	1.1	0.2
1981	2.8	8.5	8.8	2.5	1.2	0.2
1982	2.4	5.7	6.5	2.6	1.0	—
1983	2.6	7.7	8.1	2.3	1.4	—
1984	2.6	7.9	6.5	2.3	1.9	0.5
1985	2.6	6.0	8.9	2.3	1.8	0.1
1986	2.9	8.5	9.3	2.6	1.1	0.3
1987	3.2	9.6	8.8	3.6	1.2	—
1988	3.2	9.1	9.3	3.1	1.7	0.3
1989	2.8	7.0	9.1	2.5	1.9	0.1
1990	3.4	5.7	10.2	3.8	1.6	0.2
1991	3.9	9.1	11.5	4.6	1.7	0.1
1992	4.2	7.8	13.6	4.5	2.3	0.5
1993	4.2	5.9	10.6	5.0	2.9	0.6
1994	4.1	6.9	10.8	4.6	3.3	0.5
1995	3.9	8.0	10.9	3.9	3.4	0.3
1996	3.0	5.9	10.5	3.2	2.1	0.3
			West			
1972	4.5	11.8	10.9	4.2	2.8	1.3
1973	4.6	7.9	12.9	4.7	3.4	1.1
1974	4.6	9.4	15.3	4.7	2.9	1.1
1975	3.5	7.1	10.2	4.9	1.5	0.7
1976	4.1	12.1	10.5	4.8	3.0	0.7
1977	4.0	9.9	11.4	5.3	2.9	0.4
1978	3.9	5.1	11.7	5.1	3.1	0.6
1979	4.0	9.0	12.3	5.1	2.4	1.1
1980	4.1	9.6	15.1	4.6	3.0	0.3
1981	4.6	11.7	13.5	5.9	2.7	0.8
1982	3.8	8.6	14.2	4.9	1.9	0.5
1983	3.6	7.8	14.8	3.9	2.4	0.2
1984	3.3	9.4	14.8	3.3	1.7	0.7
1985	3.9	8.2	12.4	4.5	2.7	0.7
1986	4.1	6.9	13.1	5.4	2.7	0.1
1987	3.8	10.1	10.8	3.7	3.3	0.4
1988	3.9	8.7	15.8	4.1	1.8	—
1989	4.5	7.8	14.1	4.9	2.7	0.7
1990	4.0	7.0	13.9	4.0	2.4	0.8
1991	5.1	10.4	15.0	5.3	3.9	1.0
1992	4.8	8.3	14.4	4.9	4.3	0.3
1993	5.5	8.5	17.2	7.7	3.0	0.3
1994	5.0	8.0	11.9	5.7	4.8	0.4
1995	5.1	9.9	9.4	7.2	4.8	0.1
1996	4.0	8.6	11.9	4.9	2.7	0.4

— Too few sample observations for a reliable estimate.

* Respondents were asked how much AFDC or public assistance income they received during the previous calendar year. The "Year" column reflects the calendar year rather than the survey year.

NOTE: The Current Population Survey (CPS) questions used to obtain educational attainment were changed in 1992. See the supplemental note to *indicator 22* for further discussion.

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

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Table 35-1 Percentage of adults who reported obtaining various sources of news and participating in reading activities, by frequency and selected characteristics: 1996

Selected characteristics	Read a newspaper: Hardly ever	Read a newspaper: At least once a month	Read a newspaper: At least once a week	Read about national news in newspaper or news magazine[1]: Hardly ever	Read about national news in newspaper or news magazine[1]: At least once a month	Read about national news in newspaper or news magazine[1]: At least once a week	Watched national news on television or listened to news on radio: Hardly ever	Watched national news on television or listened to news on radio: At least once a month	Watched national news on television or listened to news on radio: At least once a week	Read a book: In past 6 months
Total	**11.0**	**3.6**	**85.4**	**32.4**	**11.5**	**56.1**	**5.5**	**3.1**	**91.5**	**65.5**
Highest education level										
Less than high school diploma	22.4	6.8	70.8	53.0	9.1	37.8	8.8	1.7	89.6	41.8
High school diploma or GED	10.3	3.8	85.9	34.7	12.2	53.1	5.8	4.0	90.2	62.9
Some college/vocational/technical	9.1	0.9	90.0	29.7	13.7	56.6	2.5	3.4	94.1	72.9
Bachelor's degree	7.7	2.1	90.2	20.7	10.2	69.1	4.0	1.7	94.4	78.8
Graduate/professional school	6.1	2.0	91.9	8.9	10.7	80.5	3.2	0.9	95.9	89.9
Race/ethnicity[2]										
White	9.4	3.0	87.7	31.1	10.7	58.2	5.7	3.1	91.3	67.9
Black	11.3	3.6	85.1	38.4	14.0	47.7	3.4	2.5	94.1	63.0
Hispanic	23.8	8.7	67.5	40.1	12.4	47.5	7.1	3.1	89.8	50.4
Sex										
Male	9.0	3.9	87.1	26.9	11.2	62.0	4.8	3.1	92.1	59.4
Female	12.8	3.3	83.9	37.5	11.8	50.8	6.1	3.0	90.9	71.1
Household income										
$10,000 or less	23.5	6.5	70.0	47.9	11.6	40.5	7.5	2.0	90.6	53.9
10,001-20,000	10.2	3.6	86.2	37.4	12.3	50.3	5.6	4.2	90.3	55.6
20,001-35,000	13.9	4.9	81.2	39.0	9.1	51.9	5.8	3.6	90.7	63.1
35,001-50,000	6.6	2.9	90.5	27.2	12.7	60.1	6.4	4.1	89.5	70.3
50,001 or more	6.1	1.7	92.3	20.2	12.0	67.8	3.5	1.8	94.7	75.6
Parent with child age 18 or younger[3]										
Yes	10.8	4.7	84.5	33.6	13.3	53.1	5.6	3.6	90.9	66.4
No	11.1	2.9	86.0	31.7	10.4	58.0	5.4	2.7	91.9	65.5

[1] The variable "Read about national news in a newspaper or news magazine" is a separate variable from "Read a newspaper" and focuses on the subject matter read by respondents (e.g., national news) rather than the type of reading material (e.g., newspaper versus news magazine).

[2] Included in the totals but not shown separately are adults from other racial/ethnic groups.

[3] Includes stepparents and guardians.

NOTE: Details may not add to 100.0 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), 1996 (Adult Civic Involvement component).

Table 35-2 Percentage of adults who reported participating in civic and political activities, by type of activity and selected characteristics: 1996

				Performed activity in the previous 12 months				
Selected characteristics	Member of organization (community group, church, etc.)	Participated in ongoing community service activity	Voted in a national or state election in the past 5 years	Contributed money to a candidate, political party, or political cause	Worked for pay/volunteered for a candidate, political party, or political cause	Attended public meeting	Contacted public official/editor or signed petition about issues of concern	Participated in protest or boycott
Total	**58.7**	**38.7**	**74.4**	**14.8**	**5.6**	**28.3**	**33.3**	**5.2**
Highest education level								
Less than high school diploma	44.8	19.2	51.3	6.8	3.3	12.7	7.3	1.4
High school diploma or GED	53.7	36.7	71.7	12.3	4.4	26.2	31.7	4.4
Some college/vocational/technical	59.5	46.3	84.9	16.3	5.0	34.5	38.1	3.7
Bachelor's degree	74.2	51.2	91.3	23.1	10.0	38.4	46.2	10.0
Graduate/professional school	85.3	54.2	89.7	28.4	9.8	43.7	56.3	9.1
Race/ethnicity[1]								
White	59.9	38.5	79.9	15.2	5.3	28.4	37.0	5.0
Black	64.7	45.2	70.1	17.4	8.6	29.7	22.1	5.6
Hispanic	40.3	31.0	38.3	10.7	2.8	20.0	18.6	6.2
Sex								
Male	58.4	35.4	74.9	16.7	5.6	31.5	33.2	3.9
Female	59.0	41.7	73.9	13.1	5.6	25.4	33.4	6.4
Household income								
$10,000 or less	44.9	30.3	61.8	8.4	4.5	18.6	18.1	3.1
10,001-20,000	51.0	29.2	65.9	10.1	3.4	21.8	29.5	4.1
20,001-35,000	53.9	35.6	71.3	11.1	4.3	23.3	27.5	5.1
35,001-50,000	62.5	43.2	80.6	13.0	4.6	33.9	36.5	6.1
50,001 or more	71.2	47.8	83.6	25.1	9.1	37.1	45.4	6.3
Parent with child age 18 or younger[2]								
Yes	57.3	48.2	71.0	14.2	5.1	31.2	36.3	5.9
No	59.5	32.9	76.5	15.2	5.8	26.5	31.4	4.8

[1] Included in the totals but not shown separately are adults from other racial/ethnic groups.

[2] Includes stepparents and guardians.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), 1996 (Adult Civic Involvement component).

Note to Indicator 35: Civic involvement

The following are sample questions that were used in the National Household Education Survey (NHES) 1996 to examine adult participation in activities that promote civic involvement.

- Are you a member of any organization, like a community group, church or synagogue, union, or professional organization?
- Do you participate in any ongoing community service activity, for example, volunteering at a school, coaching a sports team, or working with a church or neighborhood association?
- Which of the following activities, if any, have you done in the past 12 months:
  a. Contributed money to a candidate, a political party, or some political cause?
  b. Worked either for pay or as a volunteer for a candidate, a political party, or some political cause?
  c. Attended a public meeting, for example, a town meeting, a political rally, or a meeting of a neighborhood organization?

Table 36-1 Average amount of time elementary[1] teachers reported that their students spent on homework during the week and teachers' use of homework during the semester, by control of school and years of teaching experience: School year 1994–95

	Public			Private		
		Years of teaching experience			Years of teaching experience	
Time spent on homework and teachers' use of homework	Total	3 years or less	4 years or more	Total	3 years or less	4 years or more
Average time spent on homework during the week						
None	5.5	1.7	6.1	1.9	4.4	1.4
1 hour or less	45.5	42.9	45.9	39.7	32.2	41.2
More than 1 hour to 2 hours	26.0	37.1	24.5	29.8	31.0	29.6
More than 2 hours	23.0	18.3	23.6	28.5	32.4	27.8
Percentage of teachers who used[2] written homework in the following ways during the previous semester:						
Record only whether assignments were completed	47.7	48.9	47.5	54.4	53.4	54.6
Collect, correct, and keep assignments	41.2	46.7	40.5	52.6	39.5	55.1
Keep items in a student portfolio	35.1	44.3	33.8	37.0	26.6	39.1
Collect, correct, and return assignments to students	72.3	78.3	71.5	81.8	81.4	81.8
Have students exchange assignments and correct them in class	27.0	28.0	26.9	35.4	26.3	37.2
Have students correct their own assignments in class	38.2	35.0	38.6	46.9	33.7	49.4
Use assignments as a basis for class discussion	55.0	50.8	55.6	55.5	45.8	57.4
Use assignments as a basis for grading students	41.4	41.9	41.3	51.3	40.2	53.5
Use assignments as a basis for lesson planning	50.7	47.8	51.1	47.3	34.2	49.8

[1] Includes elementary teachers whose main assignment was teaching "general elementary" and who taught in both the 1993–94 and 1994–95 school years; therefore, new teachers were not included in this analysis. See the supplemental note to this indicator for further discussion.

[2] Includes those teachers who responded "always" and "often."

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey, 1994–95.

Note to Indicator 36: The Teacher Follow-up Survey

The Teacher Follow-up Survey (TFS) provides information on teachers' movement within and outside the teaching profession in public and private schools. The TFS is a subsample of teachers in the Schools and Staffing Survey (SASS) and is conducted 1 year after each SASS cycle. The third TFS was conducted in the 1994–95 school year; two previous cycles of the TFS were conducted in school years 1988–89 and 1991–92. The survey identifies and collects data from the following groups of teachers who participated in the SASS interview the previous year: 1) those who remained in the teaching profession, including those who remained in the same school and those who moved to another school; and 2) those who left the teaching profession.

The 1994–95 TFS included questions on teaching methods, such as teachers' use of homework. Respondents to the questions on teaching methods were those teachers who taught in both the 1993–94 and 1994–95 school years; however, while the teachers surveyed taught in both the 1993–94 and 1994–95 school years, the teachers' responses about their teaching methods represent a measure of their actions only in the 1994–95 school year. Since teachers who were surveyed must have taught in both the 1993–94 and 1994–95 school years, they do not represent a random sample of the 1994–95 teacher work force. New teachers in the 1994–95 school year were left out of the survey.

Elementary teachers

The TFS questions asked teachers to identify their main teaching assignment. For *Indicator 36*, the elementary teacher category consists of those teachers who responded that their main teaching assignment was "general elementary." The elementary teacher category excluded those elementary teachers who taught special subject areas, such as art, foreign language, science, or special education.

Grouping of responses

Indicator 36 uses responses from three questions taken from the TFS. These questions concern the type of homework elementary teachers assign, the ways in which elementary teachers use written homework, and the average time students spend on homework.

The question concerning the type of homework assigned asked teachers to "indicate the frequency with which you assigned…over the last semester." For this question, respondents' choices were "almost every day," "once or twice a week," "once or twice a month," "once or twice a semester," or "never." In this analysis, the response categories "almost every day" and "once or twice a week" were combined to represent a typical school week.

The question concerning elementary teachers' use of written homework asked teachers to indicate "how often did you do…in the last semester." For this question, respondents' choices were "always," "often," "sometimes," "rarely," or "never." In this case, the "always" and "often" response categories were combined to calculate percentages on how written homework was used during the previous semester.

Finally, the question regarding the amount of time students spend on homework asked teachers to report the average number of minutes students spent on homework during an average school week.

Table 37-1 Percentage distribution of eighth-grade students who reported spending time outside of school studying or doing homework[1] on a normal day, by country and hours per day: 1995

Country	Less than 1 hour	1 to less than 2 hours	2 to less than 3 hours	3 hours or more
Australia[2]	15	46	22	17
Austria[2]	9	46	21	24
Belgium (Fl)	2	25	28	45
Belgium (Fr)[2]	7	32	21	40
Canada	14	47	18	21
Colombia[2]	2	17	20	61
Cyprus	9	19	26	46
Czech Republic	13	57	17	13
Denmark[2]	39	39	13	9
England[2]	—	—	—	—
France	8	33	28	31
Germany[2]	14	51	18	17
Greece[2]	6	14	21	59
Hong Kong	13	32	25	30
Hungary	4	33	22	41
Iceland	5	46	25	23
Iran, Islamic Republic	1	5	12	82
Ireland	5	29	40	26
Israel[2]	5	36	26	33
Japan	13	39	20	28
Korea	15	32	25	29
Kuwait[2]	3	13	19	65
Latvia (LSS)[2,3]	4	35	32	29
Lithuania[2]	5	39	28	28
Netherlands[2]	3	54	27	16
New Zealand	12	51	21	17
Norway	6	50	24	21
Portugal	3	41	18	38
Romania[2]	9	16	15	60
Russian Federation	4	33	25	38
Scotland[2]	17	54	17	12
Singapore	2	7	13	78
Slovak Republic	6	46	25	23
Slovenia[2]	5	36	21	37
Spain	3	26	18	53
Sweden	7	55	17	21
Switzerland[2]	4	44	19	33
Thailand[2]	3	26	18	54
United States	17	42	17	24

— Not available.

[1] The sum of time students reported having spent studying or doing homework in mathematics, science, and other subjects.

[2] Did not meet international sampling or other guidelines.

[3] Because coverage falls below 65 percent, Latvia is designated LSS for Latvian-Speaking Schools only.

NOTE: In most countries, students classified as eighth-graders are students in the eighth grade; however, for some countries, these students are enrolled in one grade level above the eighth grade. See the supplemental note to *Indicator 20* for further explanation on countries that complied or did not comply with various data collection and sampling guidelines for the TIMSS.

SOURCE: International Association for the Evaluation of Educational Achievement, TIMSS International Study Center, *Mathematics Achievement in the Middle School Years, IEA's Third International Mathematics and Science Study*, 1996, table 4.9.

Table 37-2 Percentage of students who reported watching television, by grade, hours per day, and selected characteristics: 1996

Selected characteristics	Grade 4				Grade 8				Grade 12			
	None	1-2 hours	3-4 hours	5 or more	None	1-2 hours	3-4 hours	5 or more	None	1-2 hours	3-4 hours	5 or more
Total	**2.7**	**42.2**	**28.0**	**27.1**	**1.9**	**38.6**	**38.0**	**21.4**	**3.9**	**57.4**	**28.5**	**10.2**
Sex												
Male	2.6	37.3	29.1	31.0	1.9	36.7	38.5	22.9	3.3	55.2	31.0	10.5
Female	2.8	47.2	26.8	23.2	1.9	40.7	37.5	19.8	4.4	59.4	26.2	9.9
Race/ethnicity												
White	2.8	46.0	29.9	21.2	2.1	44.2	38.4	15.3	4.1	64.2	25.5	6.2
Black	1.7	25.6	21.0	51.7	0.8	16.0	34.8	48.4	1.6	30.0	39.8	28.6
Hispanic	2.4	41.1	27.5	29.0	1.7	35.2	39.8	23.3	4.3	50.4	32.6	12.7
Asian/Pacific Islander	6.5	44.2	23.3	25.9	2.4	35.8	36.2	25.6	4.8	58.1	28.8	8.4
American Indian/ Alaskan Native	1.6	46.3	19.6	32.5	3.0	29.7	37.9	29.4	8.3	46.6	34.4	10.7
Control of school												
Public	2.1	41.3	28.0	28.5	1.6	37.7	38.3	22.4	3.3	57.1	29.0	10.7
Nonpublic	7.1	49.4	27.5	16.1	3.8	46.3	35.9	13.9	8.0	60.5	24.8	6.7
Private only	14.1	55.0	21.4	9.4	7.3	50.7	30.0	12.0	14.3	60.6	19.1	6.0
Catholic only	3.4	46.5	30.5	19.6	1.3	43.2	40.2	15.3	4.7	60.5	27.7	7.1
Parents' highest level of education												
Less than high school diploma	0.4	36.3	23.5	39.8	0.5	29.2	48.5	21.8	2.0	48.0	32.3	17.8
High school graduate	2.0	35.9	31.1	31.0	1.5	31.7	41.8	24.9	2.6	52.9	31.6	12.8
Some college	1.0	39.3	36.1	23.5	1.4	40.7	37.6	20.3	3.8	55.5	29.9	10.7
College graduate	3.5	46.0	26.6	24.0	2.2	45.9	34.6	17.3	4.6	62.6	26.0	6.8
Title I participation												
Participated	2.1	37.3	22.5	38.1	0.9	31.4	35.9	31.8	1.5	50.1	29.2	19.2
Did not participate	2.9	43.6	29.5	24.0	2.0	39.6	38.3	20.1	3.9	57.6	28.5	10.0
Eligibility for free or reduced-price lunch												
Eligible	1.8	34.7	24.8	38.7	1.3	28.3	38.3	32.1	2.9	45.1	31.9	20.1
Not eligible	2.6	43.8	31.0	22.6	2.2	41.4	38.2	18.2	3.6	59.2	28.1	9.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Summary Data Tables: Math*, 1996.

Table 37-3 Percentage of students who reported doing homework, by grade, hours per day, and selected characteristics: 1996

Selected characteristics	Grade 4					Grade 8					Grade 12				
	Don't have	Don't do	1/2 hour or less	1 hour	1 hour or more	Don't have	Don't do	1/2 hour or less	1 hour	1 hour or more	Don't have	Don't do	1/2 hour or less	1 hour	1 hour or more
Total	**11.0**	**3.0**	**40.3**	**29.3**	**16.4**	**6.6**	**7.4**	**24.0**	**36.2**	**25.7**	**13.7**	**7.9**	**22.2**	**27.8**	**28.4**
Sex															
Male	11.8	4.4	40.0	27.7	16.1	7.2	9.6	28.0	34.0	21.1	15.7	13.2	25.2	25.4	20.5
Female	10.2	1.6	40.7	30.9	16.6	6.0	4.9	19.7	38.7	30.8	11.9	3.1	19.5	30.0	35.5
Race/ethnicity															
White	12.6	2.5	39.0	30.7	15.1	6.2	7.0	24.9	37.9	24.0	14.2	8.8	24.0	27.2	25.8
Black	7.4	5.2	43.5	24.5	19.4	7.1	6.5	24.3	32.5	29.7	13.6	5.3	18.2	31.0	31.8
Hispanic	7.8	3.8	42.3	28.1	18.1	9.1	10.6	19.7	33.4	27.2	11.8	6.2	18.9	29.7	33.3
Asian/Pacific Islander	4.8	1.7	41.5	28.8	23.1	4.9	3.6	22.4	28.1	41.0	4.5	5.3	12.0	25.1	53.1
American Indian/ Alaskan Native	14.4	3.0	44.7	24.2	13.6	5.8	19.7	20.5	32.0	22.0	28.1	10.8	21.9	22.7	16.6
Control of school															
Public	11.6	3.2	41.5	28.1	15.6	7.2	7.8	25.0	36.2	23.8	15.0	7.9	22.7	28.0	26.4
Nonpublic	6.1	1.3	31.2	38.4	23.0	2.1	3.4	16.2	36.4	41.9	3.6	8.3	18.2	27.0	42.9
Private only	10.1	0.6	30.8	37.4	21.1	3.7	4.6	21.2	32.0	38.5	6.2	8.3	17.0	21.4	47.0
Catholic only	4.1	1.6	31.3	38.9	24.0	0.9	2.6	12.7	39.5	44.3	2.2	8.2	18.8	29.9	40.8
Parents' highest level of education															
Less than high school diploma	6.8	6.4	42.1	21.7	23.0	12.5	11.6	21.3	35.6	19.0	17.8	5.1	19.5	29.7	28.0
High school graduate	12.2	3.5	42.7	26.8	14.8	7.5	8.9	26.4	36.8	20.4	19.2	7.6	25.6	24.8	22.9
Some college	11.0	1.9	39.7	35.5	11.9	5.9	6.7	28.6	35.0	23.8	16.0	8.0	22.1	30.1	23.7
College graduate	10.5	1.9	39.5	31.5	16.6	4.3	5.1	21.8	38.9	29.9	9.4	7.9	21.5	28.0	33.2
Title I participation															
Participated	9.5	3.8	42.8	27.3	16.6	8.6	9.8	25.0	34.1	22.5	13.5	5.1	16.7	30.9	33.7
Did not participate	11.4	2.8	39.6	29.8	16.3	6.4	7.0	23.9	36.5	26.2	13.7	8.0	22.3	27.8	28.2
Eligibility for free or reduced-price lunch															
Eligible	10.9	5.3	43.1	23.2	17.5	9.7	9.2	23.2	33.6	24.3	18.5	4.9	18.2	30.4	28.0
Ineligible	11.0	2.1	39.3	32.2	15.4	6.1	6.6	25.2	37.3	24.8	14.0	8.1	24.1	26.8	27.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Summary Data Tables: Math*, 1996

Table 37-4 Percentage distribution of students who reported having rules concerning viewing television, by age: 1986–96

Rules on television viewing	Age 9					Age 13					Age 17				
	1986	1990	1992	1994	1996	1986	1990	1992	1994	1996	1986	1990	1992	1994	1996
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Have rules	36.9	38.4	38.8	42.0	43.8	26.5	25.6	27.0	26.7	27.3	11.1	12.5	11.6	11.9	11.9
Do not have rules	63.1	61.6	61.2	58.0	56.2	73.5	74.4	73.0	73.3	72.7	88.9	87.5	88.4	88.1	88.1

NOTE: Details may not add to 100.0 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Trends Almanac Science, 1986 to 1996*, 1998.

Table 37-5 Percentage distribution of fourth-grade students who reported spending time outside of school studying or doing homework in mathematics and science, on a normal school day, by subject and country: 1995

	Mathematics				Science			
Country	No Time	Less than 1 hour	1 hour or more	Average hours[1]	No Time	Less than 1 hour	1 hour or more	Average hours[1]
Australia[2]	15	61	24	0.8	55	33	12	0.4
Austria[2]	4	58	38	1.0	11	56	33	0.9
Canada	14	60	26	0.8	38	46	16	0.6
Cyprus	9	51	40	1.1	21	51	28	0.8
Czech Republic	9	69	22	0.7	15	68	17	0.6
England	—	—	—	—	—	—	—	—
Greece	6	38	56	1.6	8	46	47	1.3
Hong Kong	6	44	50	1.3	9	63	28	0.9
Hungary[2]	5	58	37	1.0	10	51	39	1.0
Iceland	10	63	27	0.8	61	30	9	0.3
Iran, Islamic Republic[3]	5	17	78	2.3	5	23	72	2.1
Ireland	7	70	23	0.8	46	45	9	0.4
Israel[2,3,4,5]	14	46	40	1.1	23	47	30	0.9
Japan	10	60	31	0.9	41	48	11	0.4
Korea	14	44	42	1.0	26	46	28	0.8
Kuwait[2]	5	34	60	1.9	6	38	57	1.8
Latvia (LSS)[2,5,6]	7	61	33	1.0	11	69	20	0.8
Netherlands[2,4]	47	39	14	0.5	56	34	10	0.4
New Zealand	21	54	25	0.8	55	32	13	0.5
Norway	23	58	19	0.6	51	41	8	0.4
Portugal	3	55	42	1.3	4	53	43	1.3
Scotland	26	63	11	0.5	62	31	7	0.3
Singapore	—	—	—	—	—	—	—	—
Slovenia[2]	3	57	40	1.0	4	56	40	1.0
Thailand[2]	17	44	39	1.0	46	29	24	0.7
United States	8	60	32	1.0	23	54	24	0.8

— Not available.

[1] The "average hours" category is based on: No time = 0; Less than 1 hour = 0.5; 1–2 hours = 1.5; 3–4 hours = 3.5; More than 4 hours = 5.

[2] Did not meet international sampling or other guidelines.

[3] Indicates a student response rate of 70–84 percent for the math study.

[4] Indicates a student response rate of 70–84 percent for the science study.

[5] Modified response categories for Israel and Latvia: 3–5 hours = 4; More than 5 hours = 7.

[6] Because coverage falls below 65 percent, Latvia is designated LSS for Latvian-Speaking Schools only.

NOTE: See the supplemental note to *Indicator 20* for further explanation on countries which complied or did not comply with various data collection and sampling guidelines.

SOURCE: International Association for the Evaluation of Educational Achievement, TIMSS International Study Center, Mathematics Achievement in the Primary School Years, IEA's Third International Mathematics and Science Study, 1997, table 4.9, *Science Achievement in the Primary School Years, IEA's Third International Mathematics and Science Study*, 1997, table 4.9.

Table 37-6 Percentage distribution of students who reported spending time watching television and videos, by grade and country: 1995

	Fourth grade				Eighth grade			
Country	Less than 1 hour	1 to 2 hours	3 to 4 hours	More than 4 hours	Less than 1 hour	1 to 2 hours	3 to 5 hours	More than 5 hours
Australia[1]	32.0	36.0	17.0	15.0	24.0	41.0	27.0	9.0
Austria[1]	41.0	43.0	9.0	7.0	25.0	53.0	17.0	5.0
Belgium (Fl)	—	—	—	—	24.0	52.0	19.0	5.0
Belgium (Fr)[1]	—	—	—	—	33.0	44.0	17.0	6.0
Canada	36.0	37.0	14.0	13.0	22.0	46.0	25.0	7.0
Colombia[1]	—	—	—	—	31.0	39.0	20.0	11.0
Cyprus	34.0	41.0	15.0	10.0	25.0	45.0	21.0	9.0
Czech Republic	32.0	44.0	15.0	9.0	15.0	45.0	31.0	9.0
Denmark[1]	—	—	—	—	28.0	42.0	22.0	8.0
England	28.0	38.0	16.0	18.0	20.0	37.0	31.0	11.0
France	—	—	—	—	42.0	45.0	9.0	4.0
Germany[1]	—	—	—	—	31.0	47.0	16.0	6.0
Greece[1]	53.0	32.0	8.0	7.0	32.0	42.0	17.0	9.0
Hong Kong	48.0	31.0	12.0	9.0	22.0	39.0	28.0	11.0
Hungary[1]	21.0	42.0	17.0	20.0	11.0	41.0	33.0	15.0
Iceland	53.0	33.0	9.0	5.0	24.0	47.0	22.0	7.0
Iran, Islamic Republic[2]	52.0	35.0	7.0	6.0	32.0	46.0	17.0	5.0
Ireland	33.0	37.0	16.0	14.0	20.0	51.0	23.0	5.0
Israel[1,2,3]	23.0	40.0	25.0	12.0	9.0	35.0	44.0	14.0
Japan	33.0	36.0	20.0	11.0	9.0	53.0	30.0	9.0
Korea	43.0	35.0	16.0	7.0	32.0	40.0	20.0	7.0
Kuwait[1]	59.0	23.0	9.0	10.0	39.0	38.0	14.0	9.0
Latvia (LSS)[1,2,4]	32.0	37.0	19.0	12.0	16.0	44.0	29.0	10.0
Lithuania	—	—	—	—	12.0	44.0	32.0	12.0
Netherlands[1]	36.0	39.0	15.0	9.0	17.0	47.0	27.0	9.0
New Zealand	36.0	31.0	15.0	19.0	24.0	38.0	26.0	12.0
Norway	33.0	46.0	14.0	8.0	15.0	48.0	30.0	7.0
Portugal	48.0	35.0	9.0	9.0	27.0	48.0	20.0	5.0
Romania[1]	—	—	—	—	38.0	39.0	16.0	8.0
Russian Federation	—	—	—	—	12.0	42.0	32.0	14.0
Scotland[1]	37.0	36.0	13.0	14.0	15.0	43.0	31.0	11.0
Singapore	—	—	—	—	7.0	50.0	37.0	6.0
Slovak Republic[1]	—	—	—	—	14.0	47.0	28.0	11.0
Slovenia[1]	41.0	40.0	12.0	6.0	23.0	54.0	19.0	4.0
Spain	—	—	—	—	33.0	46.0	17.0	4.0
Sweden	—	—	—	—	16.0	51.0	27.0	6.0
Switzerland	—	—	—	—	45.0	44.0	9.0	2.0
Thailand[1]	65.0	23.0	5.0	6.0	28.0	46.0	19.0	8.0
United States	32.0	36.0	15.0	17.0	22.0	40.0	25.0	13.0

— Not available.

[1] Did not meet international sampling or other guidelines for the primary and/or middle schools study.

[2] Indicates a student response rate of 70–84 percent for the primary schools study.

[3] Modified response categories were used for fourth-grade reports for Israel and Latvia: 3–5 hours = 4; More than 5 hours = 7.

[4] Because coverage falls below 65 percent, Latvia is designated LSS for Latvian-Speaking Schools only.

NOTE: In most countries, students classified as eighth-graders are students in the eighth grade; however, for some countries, these students are enrolled in one grade level above or below the eighth grade. See the supplemental note to *Indicator 20* for further explanation on countries that complied or did not comply with various data collection and sampling guidelines for the TIMSS.

SOURCE: International Association for the Evaluation of Educational Achievement, TIMSS International Study Center, *Mathematics Achievement in the Primary School Years, IEA's Third International Mathematics and Science Study*, 1996, table 4.11; *Mathematics Achievement in the Middle School Years, IEA's Third International Mathematics and Science Study*, 1996, table 4.10.

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Table 38-1 Percentage of fourth- and eighth-grade students whose teachers reported time spent teaching science, by hours per week and country: 1995

	Fourth grade				Eighth grade			
Country	Less than 1 hour	1 hour to less than 2	2 hours to less than 3	3 hours or more	Less than 2 hours	2 hours to less than 3.5	3.5 hours to less than 5	5 hours or more
Australia[1]	35	55	5	5	([3])	([3])	([3])	([3])
Austria[1]	0	0	97	3	([4])	([4])	([4])	([4])
Belgium(Fl)	—	—	—	—	([4])	([4])	([4])	([4])
Belgium (Fr)[1]	—	—	—	—	([4])	([4])	([4])	([4])
Canada	8	42	27	23	11	69	11	8
Colombia[1]	—	—	—	—	6	75	13	6
Cyprus	([3])	([3])	([3])	([3])	([3])	([3])	([3])	([3])
Czech Republic	2	79	3	16	([4])	([4])	([4])	([4])
Denmark[1]	—	—	—	—	([4])	([4])	([4])	([4])
England	6	27	44	23	—	—	—	—
France	—	—	—	—	([4])	([4])	([4])	([4])
Germany[1]	—	—	—	—	([4])	([4])	([4])	([4])
Greece[1]	—	—	—	—	([4])	([4])	([4])	([4])
Hong Kong	13	84	2	1	7	82	9	2
Hungary[1]	6	72	8	14	([4])	([4])	([4])	([4])
Iceland	17	41	30	12	([3])	([3])	([4])	([4])
Iran, Islamic Republic	—	—	—	—	—	—	—	—
Ireland	47	40	11	2	4	94	2	0
Israel[1]	0	53	32	15	19	77	4	0
Japan	2	1	95	2	5	94	0	1
Korea	0	1	95	5	43	51	1	5
Kuwait[1]	0	1	96	4	3	97	1	0
Latvia (LSS)[1 2]	89	5	5	1	([4])	([4])	([4])	([4])
Lithuania	—	—	—	—	([4])	([4])	([4])	([4])
Netherlands[1]	38	44	9	9	([4])	([4])	([4])	([4])
New Zealand	29	48	14	9	1	52	47	0
Norway	73	27	0	0	27	73	1	0
Portugal	2	3	12	84	([4])	([4])	([4])	([4])
Romania[1]	—	—	—	—	([4])	([4])	([4])	([4])
Russian Federation	—	—	—	—	([4])	([4])	([4])	([4])
Scotland[1]	35	44	14	7	14	83	3	0
Singapore	0	4	96	0	0	24	76	0
Slovak Republic	—	—	—	—	([4])	([4])	([4])	([4])
Slovenia[1]	3	60	18	19	([4])	([4])	([4])	([4])
Spain	—	—	—	—	5	84	11	1
Sweden	—	—	—	—	([4])	([4])	([4])	([4])
Switzerland	—	—	—	—	41	37	9	13
Thailand[1]	2	9	17	73	([3])	([3])	([3])	([3])
United States	9	16	33	42	([3])	([3])	([3])	([3])

— Not available.

[1] Did not meet international sampling or other guidelines for the primary and/or middle schools study.

[2] Because coverage falls below 65 percent, Latvia is designated LSS for Latvian-Speaking schools only.

[3] Teacher response data were available for less than 50 percent of the students. Thus, the sample size was too small for a reliable estimate.

[4] Country did not use the integrated science questionnaire, from which numbers of hours in science class for eighth-grade students were measured.

NOTE: In most countries, students classified as fourth- or eighth-graders are students in the fourth and eighth grade; however, for some countries, these students are enrolled in one grade level above or below these grades. See the supplemental note to *Indicator 20* for further explanation on countries that complied or did not comply with various data collection and sampling guidelines for the TIMSS.

SOURCE: International Association for the Evaluation of Educational Achievement, TIMSS International Study Center, *Science Achievement in the Middle School Years, IEA's Third International Mathematics and Science Study*, 1996, table 5.5; *Science Achievement in the Primary School Years, IEA's Third International Mathematics and Science Study*, 1997, table 5.4.

Table 38-2 Percentage of fourth- and eighth-grade students whose teachers reported time spent teaching mathematics, by hours per week and country: 1995

	Fourth grade				Eighth grade			
Country	Less than 2 hours	2 hours to less than 3.5	3.5 hours to less than 5	5 hours or more	Less than 2 hours	2 hours to less than 3.5	3.5 hours to less than 5	5 hours or more
Australia[1]	0.0	24.0	37.0	38.0	5.0	50.0	44.0	1.0
Austria[1]	0.0	92.0	8.0	0.0	0.0	99.0	1.0	0.0
Belgium(Fl)	—	—	—	—	0.0	50.0	50.0	0.0
Belgium (Fr)[1]	—	—	—	—	0.0	3.0	83.0	14.0
Canada	3.0	19.0	39.0	39.0	3.0	31.0	50.0	17.0
Colombia[1]	—	—	—	—	4.0	25.0	58.0	13.0
Cyprus	0.0	4.0	88.0	9.0	([2])	([2])	([2])	([2])
Czech Republic	3.0	0.0	94.0	3.0	1.0	6.0	90.0	3.0
Denmark[1]	—	—	—	—	—	—	—	—
England	0.0	11.0	48.0	41.0	—	—	—	—
France	—	—	—	—	2.0	10.0	87.0	2.0
Germany[1]	—	—	—	—	2.0	85.0	12.0	1.0
Greece[1]	—	—	—	—	4.0	88.0	3.0	4.0
Hong Kong	6.0	11.0	76.0	7.0	5.0	26.0	63.0	6.0
Hungary[1]	0.0	72.0	25.0	3.0	0.0	75.0	23.0	1.0
Iceland	0.0	89.0	9.0	2.0	0.0	90.0	8.0	1.0
Iran, Islamic Republic	—	—	—	—	—	—	—	—
Ireland	6.0	19.0	34.0	41.0	1.0	86.0	12.0	1.0
Israel[1]	([2])	([2])	([2])	([2])	6.0	41.0	47.0	6.0
Japan	1.0	6.0	92.0	2.0	4.0	91.0	4.0	0.0
Korea	0.0	93.0	6.0	2.0	1.0	90.0	5.0	5.0
Kuwait[1]	1.0	99.0	0.0	0.0	2.0	21.0	76.0	1.0
Latvia (LSS)[1]	0.0	82.0	13.0	4.0	1.0	30.0	62.0	8.0
Lithuania	—	—	—	—	1.0	61.0	29.0	9.0
Netherlands[1]	0.0	5.0	39.0	56.0	3.0	97.0	0.0	0.0
New Zealand	7.0	34.0	45.0	14.0	5.0	42.0	50.0	3.0
Norway	6.0	77.0	16.0	1.0	7.0	80.0	8.0	5.0
Portugal	0.0	8.0	10.0	81.0	1.0	89.0	10.0	0.0
Romania[1]	—	—	—	—	8.0	80.0	9.0	2.0
Russian Federation	—	—	—	—	0.0	17.0	70.0	14.0
Scotland[1]	2.0	17.0	39.0	42.0	5.0	35.0	60.0	0.0
Singapore	0.0	0.0	2.0	98.0	0.0	52.0	48.0	0.0
Slovak Republic	—	—	—	—	0.0	2.0	86.0	11.0
Slovenia[1]	1.0	2.0	93.0	5.0	0.0	87.0	12.0	1.0
Spain	—	—	—	—	2.0	28.0	62.0	8.0
Sweden	—	—	—	—	3.0	97.0	0.0	0.0
Switzerland	—	—	—	—	2.0	14.0	71.0	13.0
Thailand[1]	2.0	4.0	38.0	56.0	([2])	([2])	([2])	([2])
United States	12.0	9.0	33.0	46.0	8.0	24.0	58.0	11.0

— Not available.

[1] Did not meet international sampling or other guidelines for the primary and/or middle schools study.

[2] Teacher response data were available for less than 50 percent of the students. Thus, the sample size was too small for a reliable estimate.

NOTE: In most countries, students classified as fourth- or eighth-graders are students in the fourth and eighth grade; however, for some countries, these students are enrolled in one grade level above or below these grades. See the supplemental note to *Indicator 20* for further explanation on countries that complied or did not comply with various data collection and sampling guidelines for the TIMSS.

SOURCE: International Association for the Evaluation of Educational Achievement, TIMSS International Study Center, *Mathematics Achievement in the Middle School Years, IEA's Third International Mathematics and Science Study*, 1996, table 5.5; *Mathematics Achievement in the Primary School Years, IEA's Third International Mathematics and Science Study*, 1997, table 5.4.

Table 38-3 Number of teaching hours per year[1] in public institutions, by school level and country: 1994

	School level[2]			
Country	Primary	Lower secondary	Upper secondary (general)	Upper secondary (vocational)
Austria	709	651	616	629
Belgium	832	720	660	862
Czech Republic	687	657	627	627
Denmark	750	750	480	750
France	923	660	660	660
Germany	760	712	650	665
Greece	696	569	569	569
Ireland	915	735	735	735
Italy	748	612	612	612
Netherlands	1000	954	954	—
New Zealand	788	869	950	950
Norway	686	611	476	590
Portugal	828	681	607	607
Spain	900	900	630	630
Sweden	624	576	528	612
Switzerland	1085	1056	—	—
Turkey	830	996	996	1328
United States	958	964	943	—

— Not available.

[1] "Number of teaching hours per year" refers to the total number of hours per year during which a full-time classroom teacher is responsible for teaching a group or class of students, according to the formal policy of the country in question.

[2] Education at the primary, lower secondary, and upper secondary levels correspond to the International Standard Classification of Education (ISCED) levels one, two, and three, respectively.

SOURCE: Organization for Economic Cooperation and Development, Centre for Educational Research and Innovation, *Education at a Glance: OECD Indicators*, 1996, table P33.

Note to Indicator 38: Instructional time, as measured by the United States for comparability with other OECD countries

For this analysis, "Number of teaching hours per year" is the measure of time that a full-time classroom teacher is responsible for teaching a group or class of students, according to the formal policy of the country in question.

Data for "Number of teaching hours per year" came from the Organization for Economic Cooperation and Development (OECD), *Education at a Glance: OECD Indicators*, 1996. Most countries submitted data to the OECD based on national policy for required number of teaching hours. However, Schools and Staffing Survey (SASS) sample data for the United States (1993–94) were adjusted. Below is a description of how these data were adjusted for comparability with data from other OECD countries.

The estimate began with a SASS 93–94 variable for the response to the School Questionnaire question, "How long is the school day for students?" This number was adjusted first by subtracting 30 minutes for all teachers for lunch. The next adjustment depended on the level of the school, which was defined according to International Standard Classification of Education (ISCED) levels, as follows:

- ISCED 1 (primary). An additional (2.9*60/5) minutes were subtracted to adjust for teachers' planning time. The National Education Association's *Status of the American Public School Teacher*, 1990–91 reported that elementary teachers average 2.9 hours a week for preparation. This number is multiplied by 60 to calculate minutes per week, and is then divided by 5 to calculate minutes per day.
- ISCED 2 (lower secondary). An additional 48 minutes for preparation were subtracted. This figure is based on an estimate for 8th-grade teachers from the National Education Longitudinal Study of 1988 (NELS:88) Base Year.
- ISCED 3 (upper secondary). An additional 51 minutes were subtracted for preparation, based on an estimate for 10th-grade teachers, from the NELS:88 First Follow-Up.

These adjustments produced data for teaching hours per day, which were then multiplied by average days per year to reach an adjusted statistic for "number of teaching hours per year," compared to other OECD countries.

Table 39-1 Public elementary teachers' perceptions of the amount of influence or control teachers had over selected school and classroom decisions in their school, by percentage of students eligible for free or reduced-price lunch and school size: School year 1993–94

School and classroom decisions	Total	Percentage of students eligible for free or reduced-price lunch				School size			
		0-5	6-20	21-40	41-100	Less than 150	150-499	500-749	750 or more
Percentage of teachers who perceived that teachers had a good deal of influence in their school over:									
Setting discipline policy	41.9	47.0	42.6	46.1	38.4	52.9	43.1	42.4	34.4
Determining the content of in-service programs	32.6	37.2	34.1	35.0	30.3	35.3	31.8	33.5	32.3
Establishing curriculum	31.8	37.0	35.7	36.4	27.8	46.5	34.6	29.6	27.7
Percentage of teachers who perceived having a good deal of control in their classroom over:									
Selecting textbooks and other instructional materials	48.9	51.2	49.4	53.6	46.7	69.9	52.9	46.3	39.9
Selecting content, topics, and skills to be taught	54.3	48.5	50.7	58.1	54.8	73.5	56.6	50.1	51.9
Selecting teaching techniques	83.9	85.3	83.6	87.3	81.9	90.3	84.0	83.5	82.6
Evaluating and grading students	83.8	85.9	83.2	86.4	83.1	86.7	84.8	83.3	83.0
Disciplining students	73.4	75.7	77.1	75.8	70.2	79.2	74.2	73.6	69.9
Determining the amount of homework to be assigned	83.7	79.7	82.6	84.8	84.8	88.6	84.1	83.5	81.8

NOTE: Respondents were asked about influence and control on a scale of 0–5, with 0 meaning "no influence" or "no control," and 5 meaning a "great deal of influence" or "complete control." Responses 4 and 5 were combined in this analysis. Data are revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Public School Teacher Questionnaire).

Table 39-2 Public elementary principals' perceptions of the amount of influence groups had over selected school decisions, by percentage of students eligible for free or reduced-price lunch and school size: School year 1993–94

School decisions	Total	Percentage of students eligible for free or reduced-price lunch				School size			
		0-5	6-20	21-40	41-100	Less than 150	150-499	500-749	750 or more
Percentage of principals who perceived that a group had a good deal of influence over:									
Setting discipline policy									
State Department of Education	18.4	11.3	15.3	15.0	22.6	19.7	17.6	18.5	21.0
School district staff	55.4	58.4	56.6	53.7	55.5	58.7	53.1	57.4	58.1
School board	61.5	56.7	60.7	63.3	61.9	67.7	60.6	60.4	63.9
Principal	85.5	90.4	86.7	88.3	82.9	89.3	84.7	86.1	85.1
Teachers	75.5	80.7	79.8	79.1	71.3	83.3	74.6	75.8	73.2
Parent association	19.4	25.0	20.2	20.5	18.2	11.0	18.1	22.1	24.1
Determining the content of in-service programs									
State Department of Education	22.0	12.9	16.9	20.2	27.0	20.3	23.4	18.5	24.0
School district staff	67.8	65.5	67.9	68.7	67.3	53.4	69.4	67.7	70.8
School board	20.8	20.1	18.8	19.1	22.6	14.8	21.2	20.2	24.6
Principal	72.5	76.2	74.4	71.0	71.3	75.7	70.8	75.0	71.8
Teachers	70.3	75.0	73.6	73.6	66.3	73.7	68.3	74.0	68.9
Parent association	5.3	3.5	4.1	5.7	6.1	3.3	4.9	5.3	8.3
Establishing curriculum									
State Department of Education	65.8	52.7	62.3	65.7	70.0	59.4	64.2	68.1	71.8
School district staff	64.6	73.6	70.5	62.2	62.1	64.3	64.5	64.8	64.9
School board	39.3	41.4	44.4	35.2	39.2	28.7	40.3	38.2	45.0
Principal	52.2	66.2	54.5	48.8	50.5	63.1	52.0	49.0	52.8
Teachers	59.7	75.1	65.2	60.2	54.1	72.1	59.6	57.6	56.3
Parent association	10.0	14.7	12.0	7.6	9.9	9.0	9.0	11.7	10.8
Deciding how the school budget will be spent									
State Department of Education	30.0	23.4	28.4	31.7	31.3	33.8	30.8	29.4	25.4
School district staff	48.9	42.5	46.2	51.7	49.7	34.4	47.3	52.3	58.6
School board	64.6	62.7	66.0	66.0	63.1	76.3	67.7	57.7	58.6
Principal	64.5	72.2	67.3	65.3	61.9	63.5	62.3	67.6	68.0
Teachers	41.9	44.2	42.9	43.1	40.5	36.1	39.3	47.1	45.2
Parent association	9.0	9.7	7.6	8.8	9.9	5.8	7.4	11.4	13.2

NOTE: Respondents were asked about influence on a scale of 0–5, with 0 meaning "no influence," and 5 meaning a "great deal of influence." Responses 4 and 5 were combined in this analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Public School Principal Questionnaire).

Table 39-3 Public secondary teachers' perceptions of the amount of influence or control teachers had over selected school and classroom decisions in their school, by percentage of students eligible for free or reduced-price lunch and school size: School year 1993–94

School and classroom decisions	Total	Percentage of students eligible for free or reduced-price lunch				School size			
		0-5	6-20	21-40	41-100	Less than 150	150-499	500-749	750 or more
Percentage of teachers who perceived that teachers had a good deal of influence in their school over:									
Setting discipline policy	27.3	28.4	26.7	28.7	26.7	44.0	33.1	29.6	23.8
Determining the content of in-service programs	28.5	31.5	29.3	28.4	26.4	36.0	30.2	28.9	27.4
Establishing curriculum	37.0	42.3	39.6	37.8	31.2	50.7	43.9	38.1	33.9
Percentage of teachers who perceived having a good deal of control in their classroom over:									
Selecting textbooks and other instructional materials	62.1	66.1	64.8	62.2	57.4	82.3	73.4	64.3	56.7
Selecting content, topics, and skills to be taught	67.3	68.8	68.5	67.8	64.6	84.5	76.1	69.0	62.9
Selecting teaching techniques	89.2	89.1	90.2	89.9	88.0	93.2	91.1	89.9	88.1
Evaluating and grading students	90.1	90.0	90.5	90.7	89.0	91.7	91.4	90.5	89.3
Disciplining students	64.0	70.0	65.0	64.6	59.1	73.1	68.2	66.6	61.4
Determining the amount of homework to be assigned	90.0	90.0	89.9	90.5	89.4	90.8	91.6	89.1	89.6

NOTE: Respondents were asked about influence and control on a scale of 0–5, with 0 meaning "no influence" or "no control," and 5meaning a "great deal of influence" or "complete control." Responses 4 and 5 were combined in this analysis. Data are revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Public School Teacher Questionnaire).

Table 39-4 Public secondary principals' perceptions of the amount of influence groups had over selected school decisions, by percentage of students eligible for free or reduced-price lunch and school size: School year 1993–94

School decisions	Total	Percentage of students eligible for free or reduced-price lunch				School size			
		0-5	6-20	21-40	41-100	Less than 150	150-499	500-749	750 or more
Percentage of principals who perceived that a group had a good deal of influence over:									
Setting discipline policy									
State Department of Education	14.5	14.1	13.0	14.3	17.8	13.4	12.7	17.7	14.8
School district staff	50.1	44.8	48.1	51.3	56.3	47.1	48.6	49.9	52.7
School board	64.8	57.6	62.0	68.9	68.7	62.4	64.2	65.5	66.0
Principal	89.9	91.8	91.5	88.1	89.2	90.3	91.6	91.9	87.4
Teachers	72.5	76.8	75.8	67.6	70.9	70.3	75.2	77.4	68.7
Parent association	15.0	18.4	14.2	13.1	17.3	14.6	12.3	16.6	16.6
Determining the content of in-service programs									
State Department of Education	20.1	11.3	14.8	23.7	28.0	22.6	20.6	18.6	19.3
School district staff	62.9	62.5	59.5	66.8	62.5	55.2	59.0	65.0	68.5
School board	18.8	14.1	14.5	21.9	23.5	18.6	18.4	19.0	19.1
Principal	72.0	74.7	71.3	72.2	72.6	73.4	73.9	70.8	70.4
Teachers	71.6	77.4	73.2	70.4	68.1	71.1	71.6	69.7	72.9
Parent association	4.7	6.4	3.4	5.5	5.2	7.7	4.7	4.4	3.5
Establishing curriculum									
State Department of Education	62.4	52.1	60.4	66.8	67.2	54.3	63.2	65.0	63.9
School district staff	61.4	64.6	63.2	60.2	58.9	56.4	60.2	61.3	64.5
School board	39.8	39.0	38.8	38.9	42.5	36.0	38.4	41.9	41.5
Principal	58.3	59.1	61.0	57.3	54.7	61.8	62.6	58.4	53.1
Teachers	66.2	74.1	71.1	63.8	57.4	68.4	70.2	64.0	62.9
Parent association	7.9	11.4	6.3	7.9	7.9	6.5	8.1	8.6	7.9
Deciding how the school budget will be spent									
State Department of Education	28.8	19.9	23.7	31.7	37.5	32.7	34.7	27.5	22.9
School district staff	45.6	45.1	43.9	48.8	45.7	29.6	43.2	48.5	52.9
School board	67.8	63.9	66.3	69.7	68.9	72.5	75.0	66.7	60.3
Principal	60.1	65.9	61.9	60.5	54.6	55.2	54.3	61.7	66.3
Teachers	38.6	48.1	38.8	39.4	32.0	38.5	33.1	39.8	42.5
Parent association	4.3	7.0	3.6	3.6	4.7	5.1	3.4	4.1	4.8

NOTE: Respondents were asked about influence on a scale of 0–5, with 0 meaning "no influence," and 5 meaning a "great deal of influence." Responses 4 and 5 were combined in this analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Public School Principal Questionnaire).

Table 39-5 Private school teachers' perceptions of the amount of influence or control teachers had over selected school and classroom decisions in their school, by school level and size: School year 1993–94

School and classroom decisions	Total	Elementary Less than 150	Elementary 150–499	Elementary 500–749	Elementary 750 or more	Secondary Less than 150	Secondary 150–499	Secondary 500–749	Secondary 750 or more
Percentage of teachers who perceived that teachers had a good deal of influence in their school over:									
Setting discipline policy	59.2	69.9	64.0	56.4	52.4	54.9	55.3	49.2	37.0
Determining the content of in-service programs	35.3	42.7	32.7	35.9	32.7	30.9	35.7	31.8	31.9
Establishing curriculum	55.7	58.6	52.6	50.1	43.7	56.5	57.1	55.3	55.0
Percentage of teachers who perceived having a good deal of control in their classroom over:									
Selecting textbooks and other instructional materials	68.8	64.3	61.0	56.1	65.2	69.8	75.2	78.9	78.4
Selecting content, topics, and skills to be taught	74.9	72.9	67.3	63.9	66.2	80.9	82.7	82.8	82.2
Selecting teaching techniques	91.7	89.2	90.3	91.7	92.4	93.1	93.8	95.7	95.7
Evaluating and grading students	91.5	89.5	89.9	88.2	92.4	93.4	94.4	95.0	90.4
Disciplining students	84.3	86.6	85.6	86.4	86.1	78.8	82.3	88.4	80.7
Determining the amount of homework to be assigned	86.9	84.9	86.4	80.9	80.9	85.0	89.1	92.6	94.8

NOTE: Respondents were asked about influence and control on a scale of 0–5, with 0 meaning "no influence" or "no control," and 5 meaning a "great deal of influence" or "complete control." Responses 4 and 5 were combined in this analysis. Data are revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Private School Teacher Questionnaire).

Table 39-6 Private school principals' perceptions of the amount of influence groups had over selected school decisions, by school level and size: School year 1993–94

School decisions	Total	Elementary Less than 150	Elementary 150–499	Elementary 500–749	Elementary 750 or more	Secondary Less than 150	Secondary 150–499	Secondary 500–749	Secondary 750 or more
Percentage of principals who perceived that a group had a good deal of influence over:									
Setting discipline policy									
Governing board	42.3	45.4	41.1	41.7	(*)	22.2	28.1	19.9	23.6
Principal	95.1	93.3	97.9	96.7	(*)	97.3	96.6	98.3	97.9
Teachers	75.3	75.8	88.5	83.0	(*)	57.0	79.4	70.8	68.3
Parent association	14.0	18.1	16.0	8.5	(*)	7.5	9.4	10.0	10.5
Determining the content of in-service programs									
Governing board	25.3	24.4	34.9	34.1	(*)	9.8	13.7	8.0	14.2
Principal	88.0	79.8	94.8	91.1	(*)	92.1	95.1	95.5	91.4
Teachers	61.6	58.4	74.7	69.4	(*)	61.4	73.4	77.9	78.9
Parent association	4.6	5.5	4.0	2.6	(*)	0.9	3.3	(*)	(*)
Establishing curriculum									
Governing board	36.6	33.9	47.8	45.2	(*)	15.4	26.1	20.8	19.7
Principal	83.8	78.5	86.3	89.1	(*)	83.4	89.1	92.6	88.6
Teachers	72.1	69.6	78.1	79.4	(*)	76.8	78.3	68.5	81.7
Parent association	9.9	11.2	9.1	6.8	(*)	2.8	5.1	4.8	4.8
Deciding how the school budget will be spent									
Governing board	58.1	55.2	49.4	32.7	(*)	43.8	68.7	69.3	64.9
Principal	85.1	80.7	91.6	91.9	(*)	87.1	85.1	83.8	91.8
Teachers	20.3	19.2	24.1	29.6	(*)	15.5	17.7	22.8	17.3
Parent association	6.4	7.6	8.9	15.4	(*)	4.0	3.3	(*)	2.4

* Too few sample observations for a reliable estimate.

NOTE: Respondents were asked about influence on a scale of 0–5, with 0 meaning "no influence," and 5 meaning a "great deal of influence." Responses 4 and 5 were combined in this analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Private School Principal Questionnaire).

Table 39-7 Teachers' and principals' perceptions of the amount of influence teachers had over selected school decisions, by state: School year 1993–94

State	Percentage of teachers who perceived that teachers had a good deal of influence in their school over:			Percentage of principals who perceived that teachers had a good deal of influence over:		
	Setting discipline policy	Determining the content of in-service programs	Establishing curriculum	Setting discipline policy	Determining the content of in-service programs	Establishing curriculum
United States	**38.0**	**31.2**	**37.1**	**74.8**	**68.4**	**64.1**
Alabama	32.7	30.7	26.8	63.6	59.7	43.5
Alaska	44.3	39.0	40.8	82.7	55.2	58.8
Arizona	42.2	31.0	35.4	74.7	70.5	63.7
Arkansas	28.9	27.5	28.7	68.8	68.6	51.6
California	48.1	35.9	40.8	83.4	73.7	70.0
Colorado	49.8	38.1	46.5	81.7	73.3	78.6
Connecticut	36.2	34.9	38.9	76.4	72.0	67.4
Delaware	32.5	27.8	38.1	61.2	59.5	67.5
District of Columbia	38.3	31.0	33.0	55.9	71.7	62.3
Florida	36.8	32.6	33.0	71.8	63.5	59.5
Georgia	32.8	35.2	27.5	66.8	60.5	49.2
Hawaii	48.3	39.9	54.6	75.7	87.5	76.3
Idaho	44.2	28.5	40.5	86.1	72.7	70.9
Illinois	39.2	30.8	40.5	69.2	75.0	74.2
Indiana	37.3	29.6	39.9	73.7	62.5	63.1
Iowa	43.0	26.9	46.7	88.0	78.8	76.6
Kansas	43.0	29.0	42.3	80.9	73.1	73.1
Kentucky	41.0	42.0	41.4	71.6	68.1	61.9
Louisiana	39.2	26.5	26.4	59.7	48.0	45.3
Maine	45.3	40.9	45.9	72.9	74.2	87.4
Maryland	30.4	24.6	23.8	61.9	53.1	41.6
Massachusetts	31.9	23.5	38.5	75.6	68.3	72.3
Michigan	44.8	35.7	45.0	76.9	69.3	64.2
Minnesota	50.4	37.2	51.7	82.7	79.5	83.2
Mississippi	33.7	32.8	26.9	68.5	72.7	60.0
Missouri	34.9	40.3	47.4	76.8	80.2	76.3
Montana	47.3	35.6	54.9	79.0	72.2	74.4
Nebraska	42.1	23.8	47.4	81.7	75.9	81.1
Nevada	37.6	27.0	28.2	67.4	61.6	54.8
New Hampshire	44.1	34.7	54.8	93.0	56.0	86.4
New Jersey	26.5	24.1	34.6	75.0	64.6	71.3
New Mexico	40.8	28.2	40.2	75.1	65.1	82.3
New York	33.9	26.3	32.4	80.6	57.0	63.3
North Carolina	34.5	35.1	25.6	60.9	67.0	40.7
North Dakota	45.2	28.6	45.3	78.7	68.5	71.9
Ohio	34.1	32.7	33.5	71.3	61.4	50.0
Oklahoma	32.5	43.2	33.9	70.0	69.8	57.9
Oregon	48.4	31.9	48.4	83.8	76.7	73.9
Pennsylvania	37.3	22.8	38.0	69.2	62.5	59.7
Rhode Island	32.1	28.5	36.9	78.1	38.4	73.0
South Carolina	30.1	27.6	35.7	67.6	67.4	61.9
South Dakota	47.5	36.6	48.1	87.2	79.6	76.8
Tennessee	38.4	28.1	26.7	61.7	52.8	33.8
Texas	30.5	26.9	32.5	67.8	73.1	54.7
Utah	49.5	30.0	36.9	85.7	73.6	69.5
Vermont	51.6	48.7	59.5	90.9	91.1	81.2
Virginia	32.6	25.4	30.4	69.1	68.7	59.7
Washington	52.4	46.2	49.1	87.5	84.7	79.6
West Virginia	41.2	33.3	33.2	71.1	59.3	47.5
Wisconsin	45.5	34.6	50.2	86.2	75.9	73.5
Wyoming	44.0	28.6	48.3	78.6	70.0	79.0

NOTE: Respondents were asked about influence on a scale of 0–5, with 0 meaning "no influence," and 5 meaning a "great deal of influence." Responses 4 and 5 were combined in this analysis. Data are revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Public School Teacher, Private School Teacher, Public School Principal, and Private School Principal questionnaires).

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Table 40-1 Average hours full-time public school teachers spent per week at school and in school-related activities, class size, and classes taught per day, by selected school characteristics: School year 1993–94

			Average hours spent before and after school and on weekends				
School characteristics	Average hours worked per week	Average hours required at school	Total	Activities involving students[1]	Other related activities[1]	Average class size[2]	Average number of classes taught per day[3]
Total	**45.2**	**33.2**	**12.0**	**3.3**	**8.7**	**23.5**	**5.5**
Urbanicity							
Central city	44.2	32.6	11.6	2.9	8.6	24.1	5.4
Urban fringe/large town	45.4	32.9	12.5	3.2	9.3	24.4	5.5
Rural/small town	45.8	33.7	12.0	3.7	8.3	22.5	5.7
Percentage of students eligible for free or reduced-price lunch							
0–5	45.8	32.6	13.3	3.8	9.5	23.7	5.4
6–20	46.1	33.1	12.9	3.7	9.2	23.8	5.5
21–40	45.9	33.7	12.1	3.5	8.7	23.6	5.5
41–100	44.0	33.0	11.0	2.7	8.3	23.1	5.6
Percentage of students eligible for free or reduced-price lunch within urbanicity							
Central city							
0–5	45.1	33.1	12.1	2.9	9.2	24.0	5.5
6–20	45.0	32.7	12.3	3.3	9.0	24.7	5.3
21–40	45.6	33.2	12.4	3.4	9.1	24.8	5.3
41–100	43.2	32.4	10.9	2.6	8.2	23.3	5.5
Urban fringe/large town							
0–5	45.5	32.1	13.3	3.8	9.5	24.2	5.4
6–20	46.0	33.0	13.0	3.4	9.6	24.7	5.4
21–40	45.5	33.3	12.2	2.9	9.3	23.9	5.5
41–100	44.3	32.9	11.5	2.3	9.2	25.0	5.6
Rural/small town							
0–5	47.0	33.2	13.9	4.3	9.5	22.4	5.6
6–20	46.6	33.5	13.2	4.3	8.8	22.5	5.6
21–40	46.2	34.2	12.0	3.8	8.1	22.9	5.7
41–100	44.7	33.7	11.0	3.1	8.0	22.1	5.7
School size							
Less than 150	46.4	34.5	11.9	4.3	7.5	16.4	6.0
150–499	44.2	32.8	11.4	2.7	8.6	21.8	5.9
500–749	45.3	33.4	12.0	2.8	9.2	24.0	5.6
750 or more	45.9	33.2	12.7	4.1	8.6	25.0	5.4
Percentage of minority students							
Less than 5	45.8	33.5	12.3	3.6	8.6	22.6	5.8
5–19	45.6	33.2	12.4	3.3	9.1	23.4	5.5
20–49	45.4	33.2	12.2	3.4	8.8	23.5	5.4
50–100	44.1	32.7	11.4	2.9	8.4	24.3	5.3

[1] "Activities involving students" include coaching, tutoring, going on field trips, and transporting students. "Other related activities" include preparing for class, grading papers, holding parent/teacher conferences, and attending meetings.

[2] Includes self-contained and departmentalized teachers only.

[3] Includes only departmentalized teachers. Since elementary teachers tend not to teach separate classes, only 8 percent of the public school teachers and 18 percent of the private school teachers who responded to this question were elementary teachers, while 92 percent of the public school and 82 percent of the private school were secondary teachers.

NOTE: Details may not add to totals due to rounding. Data are revised from previously published figures. See the glossary for the definition of urbanicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Public School Teacher Questionnaire).

Table 40-2 Average hours full-time private school teachers spent per week at school and in school-related activities, class size, and classes taught per day, by selected school characteristics: School year 1993–94

School characteristics	Average hours worked per week	Average hours required at school	Average hours spent before and after school and on weekends: Total	Activities involving students[1]	Other related activities[1]	Average class size[2]	Average number of classes taught per day[3]
Total	**47.3**	**34.3**	**13.0**	**3.7**	**9.3**	**20.8**	**5.7**
Urbanicity							
Central city	47.3	34.3	12.9	3.8	9.2	21.3	5.6
Urban fringe/large town	47.1	34.2	12.9	3.6	9.3	21.1	5.8
Rural/small town	47.7	34.3	13.4	3.7	9.7	19.2	5.6
School size							
Less than 150	45.5	34.2	11.3	2.2	9.0	15.0	5.9
150–499	47.1	34.3	12.9	3.5	9.3	21.6	5.9
500–749	47.3	34.0	13.3	4.1	9.3	23.7	5.5
750 or more	50.1	34.4	15.7	6.2	9.5	23.5	5.4
Percentage of minority students							
Less than 5	46.5	34.1	12.4	3.2	9.2	21.0	5.8
5–19	47.7	34.5	13.2	3.8	9.4	20.1	5.7
20–49	48.2	34.3	13.9	4.3	9.6	19.0	5.6
50–100	46.0	33.7	12.3	3.6	8.7	23.3	5.7

[1] "Activities involving students" include coaching, tutoring, going on field trips, and transporting students. "Other related activities" include preparing for class, grading papers, holding parent/teacher conferences, and attending meetings.

[2] Includes self-contained and departmentalized teachers only.

[3] Includes only departmentalized teachers. Since elementary teachers tend not to teach separate classes, only 8 percent of the public school teachers and 18 percent of the private school teachers who responded to this question were elementary teachers, while 92 percent of the public school and 82 percent of the private school were secondary teachers.

NOTE: Details may not add to totals due to rounding. Data are revised from previously published figures. See the glossary for the definition of urbanicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Private School Teacher Questionnaire).

Table 40-3 Percentage of full-time public and private school teachers who participated in school committees, by type of committee, selected school characteristics, and years of teaching experience: School year 1993–94

	Public			Private		
School characteristics and years of experience	Committee to integrate academic skills into vocational education	Other curriculum committee	Committee on selecting textbooks or materials	Committee to integrate academic skills into vocational education	Other curriculum committee	Committee on selecting textbooks or materials
Total	**16.4**	**40.9**	**30.0**	**8.5**	**29.0**	**36.1**
Urbanicity						
Central city	17.0	37.1	25.9	9.2	30.1	36.5
Urban fringe/large town	15.5	43.9	29.7	8.0	30.9	35.9
Rural/small town	16.7	41.4	33.1	7.9	23.1	35.5
Percentage of students eligible for free or reduced-price lunch						
0–5	18.3	46.8	31.4	—	—	—
6–20	17.9	43.6	31.4	—	—	—
21–40	16.7	41.3	29.7	—	—	—
41–100	14.8	37.5	29.2	—	—	—
Percentage of students eligible for free or reduced-price lunch within urbanicity						
Central city						
0–5	18.1	43.5	27.6	—	—	—
6–20	18.8	41.9	25.7	—	—	—
21–40	18.0	38.9	25.1	—	—	—
41–100	15.9	34.7	26.2	—	—	—
Urban fringe/large town						
0–5	18.2	48.1	30.4	—	—	—
6–20	16.3	45.6	30.7	—	—	—
21–40	15.2	42.6	31.0	—	—	—
41–100	12.4	38.3	26.4	—	—	—
Rural/small town						
0–5	18.4	45.7	35.4	—	—	—
6–20	19.0	42.6	34.9	—	—	—
21–40	16.9	41.8	31.2	—	—	—
41–100	14.9	40.1	33.5	—	—	—
School size						
Less than 150	19.2	38.5	34.1	7.5	19.2	27.8
150–499	15.2	43.6	33.2	9.3	30.2	38.7
500–749	14.6	41.7	29.2	8.8	33.1	37.5
750 or more	18.7	38.4	27.6	7.2	35.0	37.2
Percentage of minority students						
Less than 5	17.2	43.3	33.3	6.8	25.8	37.4
5–19	14.9	45.5	31.9	8.7	31.1	36.1
20–49	16.4	40.3	28.2	11.1	31.0	32.5
50–100	17.1	34.8	26.5	9.9	26.5	35.7
Years of teaching experience						
3 years or less	11.6	27.5	18.9	4.1	16.4	21.3
4 years or more	17.0	42.8	31.5	9.6	32.1	39.7

— Not applicable

NOTE: Data are revised from previously published figures. See the glossary for the definition of urbanicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Public School Teacher and Private School Teacher questionnaires).

Table 40-4 Average hours full-time teachers spent per week at school and in school-related activities, class size, and classes taught per day, by state: School year 1993–94

State	Average hours worked per week	Average hours required at school	Average hours spent before and after school and on weekends: Total	Average hours spent before and after school and on weekends: Activities involving students[1]	Average hours spent before and after school and on weekends: Other related activities[1]	Average class size[2]	Average number of classes taught per day[3]
United States	**45.4**	**33.3**	**12.2**	**3.4**	**8.8**	**23.2**	**5.5**
Alabama	43.3	32.6	10.7	3.2	7.5	23.0	5.4
Alaska	48.0	34.3	13.7	4.0	9.7	21.7	5.6
Arizona	49.0	35.3	13.7	4.1	9.6	25.1	5.5
Arkansas	42.6	32.9	9.7	2.7	7.0	20.9	5.7
California	45.8	31.9	13.8	3.3	10.5	27.9	5.3
Colorado	50.1	35.9	14.2	3.9	10.3	24.0	5.4
Connecticut	44.2	31.2	13.0	2.9	10.1	19.3	5.7
Delaware	47.3	34.3	12.9	3.3	9.6	22.2	5.7
District of Columbia	44.1	32.3	11.8	3.1	8.7	21.2	5.1
Florida	44.4	33.8	10.5	2.7	7.9	25.5	5.4
Georgia	46.4	35.6	10.8	3.3	7.5	22.6	5.2
Hawaii	48.4	34.1	14.3	3.3	11.0	22.1	5.7
Idaho	47.3	34.4	13.0	3.8	9.2	24.0	5.4
Illinois	45.4	32.7	12.7	3.5	9.2	23.3	5.5
Indiana	45.8	33.2	12.6	3.7	8.9	22.2	5.4
Iowa	48.1	36.1	12.1	3.9	8.2	21.9	6.2
Kansas	46.5	34.0	12.5	4.4	8.1	20.7	5.6
Kentucky	45.1	32.0	13.1	4.2	8.9	22.9	5.4
Louisiana	42.4	32.2	10.3	2.9	7.4	22.5	5.6
Maine	46.3	33.7	12.6	2.7	9.9	19.2	6.1
Maryland	47.8	34.3	13.5	3.0	10.5	25.2	5.4
Massachusetts	42.6	30.5	12.1	2.9	9.3	21.2	5.8
Michigan	44.8	32.1	12.7	2.9	9.8	25.1	5.3
Minnesota	47.9	35.9	12.1	3.4	8.7	25.1	5.4
Mississippi	43.5	33.8	9.7	3.1	6.6	24.0	5.2
Missouri	45.9	33.2	12.7	3.9	8.8	23.1	5.7
Montana	48.3	35.8	12.6	4.5	8.1	19.7	5.8
Nebraska	49.5	36.8	12.7	4.5	8.2	20.0	6.1
Nevada	43.3	31.5	11.9	2.7	9.2	25.7	5.6
New Hampshire	47.1	32.8	14.3	3.9	10.5	20.2	5.2
New Jersey	41.9	30.6	11.3	3.3	8.0	20.9	5.8
New Mexico	43.8	31.6	12.1	3.3	8.8	22.5	5.4
New York	43.5	32.2	11.2	3.0	8.2	22.4	5.7
North Carolina	47.3	34.7	12.6	3.9	8.7	22.6	5.2
North Dakota	48.2	34.9	13.4	4.7	8.6	21.1	5.8
Ohio	45.2	32.4	12.9	3.3	9.6	22.8	5.8
Oklahoma	45.5	33.3	12.2	4.5	7.6	21.3	5.6
Oregon	50.6	37.1	13.5	4.1	9.4	24.5	5.7
Pennsylvania	43.6	32.8	10.7	2.4	8.3	23.4	6.2
Rhode Island	40.1	28.9	11.3	2.6	8.6	19.9	5.6
South Carolina	44.2	33.3	10.9	2.8	8.1	21.8	5.2
South Dakota	47.3	35.0	12.3	3.8	8.5	20.4	5.6
Tennessee	43.6	32.8	10.9	3.2	7.7	23.6	5.1
Texas	47.0	34.9	12.0	3.8	8.2	21.6	5.3
Utah	46.8	34.8	11.9	3.6	8.3	28.2	5.8
Vermont	48.7	33.7	15.0	3.7	11.3	19.0	5.3
Virginia	45.7	32.7	13.1	2.9	10.1	20.6	5.0
Washington	47.0	33.8	13.2	3.7	9.5	26.2	5.4
West Virginia	44.3	33.8	10.6	2.9	7.7	22.2	5.8
Wisconsin	48.4	35.8	12.6	3.9	8.7	22.5	5.7
Wyoming	47.1	34.1	13.0	4.7	8.3	20.4	5.9

[1] "Activities involving students" include coaching, tutoring, going on field trips, and transporting students. "Other related activities" include preparing for class, grading papers, holding parent/teacher conferences, and attending meetings.

[2] Includes self-contained and departmentalized teachers only.

[3] Includes only departmentalized teachers. Since elementary teachers tend not to teach separate classes, only 8 percent of the public school teachers and 18 percent of the private school teachers who responded to this question were elementary teachers, while 92 percent of the public school and 82 percent of the private school were secondary teachers.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Public School Teacher and Private School Teacher questionnaires).

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Note to Indicator 40: Definition of teacher level

The Schools and Staffing Survey (SASS) teacher level is a variable that describes the level of students taught by a teacher at their school. Teacher level can be classified as either "elementary" or "secondary" based on the grade levels of students taught, the main teaching assignment of the teacher, the class structures taught by the teacher, and the subjects taught by the teacher.

For this analysis, elementary teachers include those teachers who:

- teach students who are ungraded or whose highest grade level is grade 5;
- teach students in prekindergarten through grade 8 and have a main teaching assignment of prekindergarten, kindergarten, or general elementary;
- teach students in grades 1–6, and who teach the subjects of general elementary, special elementary, or other elementary;
- teach students in grades 1–12, but who have the majority of their students in grades 1–6;
- teach students in grades 1–12, and teach the subjects of general elementary, special elementary, or other elementary;
- teach the subjects of general elementary, special elementary, and other elementary classes to graded and ungraded levels of students;
- have a main teaching assignment in special education and teach elementary enrichment classes;
- have a main teaching assignment in special education who teach the subjects of general elementary, special elementary, and other elementary; and
- teachers who teach in pull-out class structures.

Secondary teachers include those teachers who:

- teach students in grades 5–9 and no other grades;
- teach students in grades 9–12 or postsecondary students;
- teach students in grades 7–12 who teach the subjects of mathematics, science, English, social studies, vocational/technical, special secondary education, and other secondary;
- teach students in grades 1–12, but who have the majority of their students in grades 7–12;
- teach students in grades 7–12 who teach the subjects of mathematics, science, English, social studies, vocational/technical, special secondary education, and other secondary;
- teach students in grades 1–6 and 7–12, but who teach the subjects of mathematics, science, English, social studies, vocational/technical, special secondary education, and other secondary classes;
- teach mathematics, science, English, social studies, vocational/technical, special secondary education, and other secondary classes to ungraded students;
- have a main teaching assignment in special education who teach the subjects of mathematics, science, English, social studies, vocational/technical, special secondary education, and other secondary;
- teach in most departmentalized class structures.

Table 41-1 Percentage of postsecondary faculty who used selected instructional methods* for undergraduate classes during the semester, by control and type of institution: Fall 1992

		Control and type of institution		
Instructional method	Total	Public 4-year	Private 4-year	Public 2-year
Teaching tools				
Computational tools/software	39.0	38.7	34.6	41.6
Computer aided instruction	33.7	30.1	29.5	39.6
Grading				
Grading on a curve	32.3	36.3	33.2	27.9
Competency-based grading	56.6	52.4	55.7	61.0
Assignments				
Multiple drafts of written work	31.5	31.2	38.0	27.8
Student presentations	62.7	61.8	70.3	58.4
Student evaluations	37.1	35.3	40.6	36.3
Term/research papers	52.9	55.5	62.4	44.1
Midterms/finals				
Multiple choice	55.4	52.8	45.6	64.2
Short answer	54.6	53.2	53.5	56.4
Essay	56.8	59.5	64.3	49.7

* Includes those faculty who responded "some" or "all" of the time.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Study of Postsecondary Faculty, 1993.

Table 41-2 Percentage of postsecondary faculty who used selected instructional methods[1] for undergraduate classes during the semester, by academic rank: Fall 1992

		Academic rank				
Instructional method	Total[2]	Full professor	Associate professor	Assistant professor	Instructor	Lecturer
Teaching tools						
Computational tools/software	39.0	40.2	42.2	42.1	36.9	29.6
Computer aided instruction	33.7	30.1	32.6	34.9	36.7	27.3
Grading						
Grading on a curve	32.3	35.0	35.5	35.4	28.3	36.9
Competency-based grading	56.6	52.5	54.0	57.5	59.6	54.3
Assignments						
Multiple drafts of written work	31.5	32.3	33.2	35.7	28.3	33.3
Student presentations	62.7	61.2	64.6	67.5	60.5	63.5
Student evaluations	37.1	33.0	37.2	40.2	36.9	40.4
Term/research papers	52.9	57.9	60.2	60.4	44.9	49.6
Midterms/finals						
Multiple choice	55.4	49.9	53.2	56.1	61.3	46.6
Short answer	54.6	52.6	55.6	57.4	55.4	50.1
Essay	56.8	60.6	64.4	61.0	51.2	54.4

[1] Includes those faculty who responded "some" or "all" of the time.

[2] Included in the total but not shown separately are other academic ranks.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Study of Postsecondary Faculty, 1993.

Table 41-3 Percentage of postsecondary faculty who used selected instructional methods* for undergraduate classes during the semester, by type of institution: Fall 1992

Instructional method	Total	Type of institution					
		Research	Doctoral	Compre-hensive	Liberal arts	2-year	Other
Teaching tools							
Computational tools/software	39.0	32.5	36.1	40.4	35.3	41.4	42.5
Computer aided instruction	33.7	23.2	27.2	33.5	31.5	39.7	35.0
Grading							
Grading on a curve	32.3	39.9	36.2	33.5	29.7	27.8	36.4
Competency-based grading	56.6	53.4	50.1	54.0	56.4	60.9	59.3
Assignments							
Multiple drafts of written work	31.5	29.5	30.8	34.9	42.1	28.0	28.4
Student presentations	62.7	56.1	58.1	68.5	77.2	58.8	64.3
Student evaluations	37.1	32.1	31.7	39.9	44.2	36.5	39.2
Term/research papers	52.9	52.1	56.4	60.3	65.6	44.7	47.8
Midterms/finals							
Multiple choice	55.4	39.4	51.9	55.5	44.2	64.3	56.0
Short answer	54.6	49.0	51.4	55.8	55.7	56.7	50.4
Essay	56.8	55.8	59.6	64.2	65.8	50.0	50.5

* Includes those faculty who responded "some" or "all" of the time.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Study of Postsecondary Faculty, 1993.

Table 42-1 Elementary and secondary school enrollment (in thousands), by control and level of school, with projections: Fall 1970–2008

		Public schools			Private schools		
Fall of year	Total	Grades PreK-12	Grades PreK-8	Grades 9-12	Grades PreK-12	Grades PreK-8	Grades 9-12
1970	51,257	45,894	32,558	13,336	5,363	4,052	1,311
1971	51,271	46,071	32,318	13,753	5,200	3,900	1,300
1972	50,726	45,726	31,879	13,848	5,000	3,700	1,300
1973	50,445	45,445	31,401	14,044	5,000	3,700	1,300
1974	50,073	45,073	30,971	14,103	5,000	3,700	1,300
1975	49,819	44,819	30,515	14,304	5,000	3,700	1,300
1976	49,478	44,311	29,997	14,314	5,167	3,825	1,342
1977	48,717	43,577	29,375	14,203	5,140	3,797	1,343
1978	47,637	42,551	28,463	14,088	5,086	3,732	1,353
1979	46,651	41,651	28,034	13,616	5,000	3,700	1,300
1980	46,208	40,877	27,647	13,231	5,331	3,992	1,339
1981	45,544	40,044	27,280	12,764	5,500	4,100	1,400
1982	45,166	39,566	27,161	12,405	5,600	4,200	1,400
1983	44,967	39,252	26,981	12,271	5,715	4,315	1,400
1984	44,908	39,208	26,905	12,304	5,700	4,300	1,400
1985	44,979	39,422	27,034	12,388	5,557	4,195	1,362
1986	45,205	39,753	27,420	12,333	5,452	4,116	1,336
1987	45,488	40,008	27,933	12,076	5,479	4,232	1,247
1988	45,430	40,189	28,501	11,687	5,241	4,036	1,206
1989	45,898	40,543	29,152	11,390	5,355	4,162	1,193
1990	46,448	41,217	29,878	11,338	5,232	4,095	1,137
1991	47,246	42,047	30,506	11,541	5,199	4,074	1,125
1992	48,198	42,823	[2]31,088	11,735	5,375	4,212	1,163
1993	48,936	43,465	31,504	11,961	5,471	4,280	1,191
1994	[2]49,707	[2]44,111	[2]31,898	[2]12,213	5,596	4,360	1,236
1995[3]	[2]50,528	[2]44,840	[2]32,341	[2]12,500	[2]5,688	[2]4,427	[2]1,260
1996[4]	51,484	45,700	32,826	12,874	5,784	4,490	1,293
1997[4]	[2]52,217	[2]46,353	[2]33,216	[2]13,138	5,863	4,544	1,320
				Projected[5]			
1998	52,718	46,792	33,522	13,270	5,927	4,588	1,339
1999	53,112	47,143	33,722	13,420	5,970	4,616	1,354
2000	53,445	47,439	33,903	13,537	6,006	4,640	1,366
2001	53,736	47,698	34,055	13,643	6,038	4,661	1,376
2002	53,987	47,924	34,124	13,800	6,063	4,671	1,392
2003	54,153	48,075	34,124	13,951	6,078	4,671	1,407
2004	54,308	48,221	33,958	14,263	6,087	4,648	1,439
2005	54,426	48,335	33,756	14,579	6,091	4,620	1,471
2006	54,457	48,368	33,584	14,785	6,088	4,597	1,491
2007	54,425	48,342	33,489	14,854	6,082	4,584	1,498
2008	54,268	48,201	33,455	14,746	6,067	4,579	1,488

[1] Beginning in fall 1980, data include estimates for the expanded universe of private schools.

[2] Revised from previously published figures.

[3] Estimates based on preliminary data.

[4] Projected.

[5] Enrollment includes students in kindergarten through grade 12 and some nursery school students.

NOTE: The private school enrollment figures for years 1971–75, 1979, 1981–82, 1984, and 1986 are estimated. The 1987 private school enrollment numbers are taken from the Private School Survey (PSS). Private school enrollment figures for grades preK–8 and 9–12 for the years 1988–93 are estimated from the preK–12 totals. Projections are based on data through 1995. Enrollment figures may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1997*, table 3 (based on Common Core of Data) and *Projections of Education Statistics to 2008*, 1998, table 1.

Table 42-2 Percentage of total elementary and secondary school enrollment, by control and level of school, with projections: Fall 1970–2008

		Public schools			Private schools[1]		
Fall of year	Total	Grades PreK-12	Grades PreK-8	Grades 9-12	Grades PreK-12	Grades PreK-8	Grades 9-12
1970	100.0	89.5	63.5	26.0	10.5	7.9	2.6
1971	100.0	89.9	63.0	26.8	10.1	7.6	2.5
1972	100.0	90.1	62.8	27.3	9.9	7.3	2.6
1973	100.0	90.1	62.2	27.8	9.9	7.3	2.6
1974	100.0	90.0	61.9	28.2	10.0	7.4	2.6
1975	100.0	90.0	61.3	28.7	10.0	7.4	2.6
1976	100.0	89.6	60.6	28.9	10.4	7.7	2.7
1977	100.0	89.4	60.3	29.2	10.6	7.8	2.8
1978	100.0	89.3	59.7	29.6	10.7	7.8	2.8
1979	100.0	89.3	60.1	29.2	10.7	7.9	2.8
1980	100.0	88.5	59.8	28.6	11.5	8.6	2.9
1981	100.0	87.9	59.9	28.0	12.1	9.0	3.1
1982	100.0	87.6	60.1	27.5	12.4	9.3	3.1
1983	100.0	87.3	60.0	27.3	12.7	9.6	3.1
1984	100.0	87.3	59.9	27.4	12.7	9.6	3.1
1985	100.0	87.6	60.1	27.5	12.4	9.3	3.0
1986	100.0	87.9	60.7	27.3	12.1	9.1	3.0
1987	100.0	88.0	61.4	26.5	12.0	9.3	2.7
1988	100.0	88.5	62.7	25.7	11.5	8.9	2.7
1989	100.0	88.3	63.5	24.8	11.7	9.1	2.6
1990	100.0	88.7	64.3	24.4	11.3	8.8	2.4
1991	100.0	89.0	64.6	24.4	11.0	8.6	2.4
1992	100.0	88.8	64.5	24.3	11.2	8.7	2.4
1993	100.0	88.8	64.4	24.4	11.2	[3]8.7	2.4
1994	100.0	88.7	64.2	24.6	11.3	8.8	2.5
1995[2]	100.0	88.7	[3]64.0	[3]24.7	11.3	8.8	2.5
1996[4]	100.0	88.8	63.8	25.0	11.2	8.7	2.5
1997[4]	100.0	88.8	63.6	25.2	11.2	8.7	2.5
				Projected[5]			
1998	100.0	88.8	63.6	25.2	11.2	8.7	2.5
1999	100.0	88.8	63.5	25.3	11.2	8.7	2.5
2000	100.0	88.8	63.4	25.3	11.2	8.7	2.6
2001	100.0	88.8	63.4	25.4	11.2	8.7	2.6
2002	100.0	88.8	63.2	25.6	11.2	8.7	2.6
2003	100.0	88.8	63.0	25.8	11.2	8.6	2.6
2004	100.0	88.8	62.5	26.3	11.2	8.6	2.6
2005	100.0	88.8	62.0	26.8	11.2	8.5	2.7
2006	100.0	88.8	61.7	27.1	11.2	8.4	2.7
2007	100.0	88.8	61.5	27.3	11.2	8.4	2.8
2008	100.0	88.8	61.6	27.2	11.2	8.4	2.7

[1] Beginning in fall 1980, data include estimates for the expanded universe of private schools.

[2] Estimates based on preliminary data.

[3] Revised from previously published figures.

[4] Projected.

[5] Enrollment includes students in kindergarten through grade 12 and some nursery school students.

NOTE: The private school enrollment figures for years 1971–75, 1979, 1981–82, 1984, and 1986 are estimated. The 1987 private school enrollment numbers are taken from the Private School Survey (PSS). Private school enrollment figures for grades preK–8 and 9–12 for the years 1988–93 are estimated from the preK–12 totals. Projections are based on data through 1995. Percentages may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1997, table 3* (based on Common Core of Data) and *Projections of Education Statistics to 2008*, 1998, table 1.

Table 42-3 Public elementary and secondary school enrollment (in thousands), by region: Fall 1970–96

	United States	Northeast		Midwest		South		West	
Fall of year	Total number	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1970	45,894	9,859	21.5	12,935	28.2	14,759	32.2	8,339	18.2
1971	46,071	9,971	21.6	12,969	28.2	14,777	32.1	8,352	18.1
1972	45,726	9,961	21.8	12,868	28.1	14,632	32.0	8,262	18.1
1973	45,445	9,848	21.7	12,666	27.9	14,677	32.3	8,252	18.2
1974	45,073	9,755	21.6	12,510	27.8	14,626	32.5	8,180	18.2
1975	44,819	9,679	21.6	12,294	27.4	14,654	32.7	8,190	18.3
1976	43,311	9,464	21.9	12,097	27.9	14,578	33.7	8,171	18.9
1977	43,577	9,156	21.0	11,763	27.0	14,560	33.4	8,096	18.6
1978	42,551	8,828	20.7	11,320	26.6	14,431	33.9	7,970	18.7
1979	41,651	8,479	20.4	11,031	26.5	14,258	34.2	7,881	18.9
1980	40,877	8,215	20.1	10,698	26.2	14,134	34.6	7,831	19.2
1981	40,044	7,891	19.7	10,372	25.9	13,990	34.9	7,791	19.5
1982	39,566	7,674	19.4	10,139	25.6	13,945	35.2	7,807	19.7
1983	39,252	7,513	19.1	9,986	25.4	13,914	35.4	7,839	20.0
1984	39,208	7,395	18.9	9,889	25.2	13,963	35.6	7,961	20.3
1985	39,422	7,318	18.6	9,862	25.0	14,117	35.8	8,124	20.6
1986	39,753	7,294	18.3	9,871	24.8	14,312	36.0	8,276	20.8
1987	40,008	7,252	18.1	9,870	24.7	14,419	36.0	8,468	21.2
1988	40,189	7,208	17.9	9,846	24.5	14,491	36.1	8,644	21.5
1989	40,543	7,200	17.8	9,849	24.3	14,605	36.0	8,889	21.9
1990	41,217	7,282	17.7	9,944	24.1	14,807	35.9	9,184	22.3
1991	42,047	7,407	17.6	10,080	24.0	15,021	35.7	9,479	22.5
1992	42,823	7,526	17.6	10,198	23.8	15,357	35.9	9,742	22.7
1993	43,465	7,654	17.6	10,289	23.7	15,591	35.9	9,931	22.8
1994[1]	44,111	7,760	17.6	10,386	23.5	15,851	35.9	10,114	22.9
1995[1]	44,840	7,894	17.6	10,512	23.4	16,118	35.9	10,316	23.0
1996[2]	45,229	7,984	17.7	10,577	23.4	16,283	36.0	10,420	23.0

Revised from previously published figures.

[2] Data estimated by state education agencies.

NOTE: Enrollment figures and percentages may not add to totals due to rounding. Enrollment includes students in kindergarten through grade 12 and some nursery school students. The regions of the United States used for this analysis were designated by the Bureau of the Census in the Current Population Survey (CPS). The regions and their states follow:

Northeast: Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont.

Midwest: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin.

South: Alabama, Arkansas, Delaware, District of Columbia, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, West Virginia.

West: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1997*, table 40 (based on the Common Core of Data).

Table 43-1 Percentage distribution of enrollment in public elementary and secondary schools, by race/ethnicity: 1976–95

Race/ethnicity	1976	1984	1986	1988	1990	1992*	1993*	1994*	1995*	1976-95 Change in percentage points
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	—
White, non-Hispanic	76.0	71.2	70.4	70.7	67.8	66.7	66.1	65.6	64.8	-11.2
Total minority	24.0	28.8	29.6	29.3	32.1	33.3	34.0	34.4	35.1	11.1
Black, non-Hispanic	15.5	16.2	16.1	15.2	16.2	16.5	16.6	16.7	16.8	1.3
Hispanic	6.4	9.1	9.9	10.1	11.5	12.3	12.7	13.0	13.5	7.1
Asian/Pacific Islander	1.2	2.5	2.8	3.1	3.4	3.5	3.6	3.6	3.7	2.5
American Indian/Alaskan Native	0.8	0.9	0.9	0.9	1.0	1.0	1.1	1.1	1.1	0.3

— Not applicable.

* Data are from the Common Core of Data (CCD) survey.

NOTE: Data shown in this table are taken from surveys other than the Current Population Surveys (CPS) and are not comparable to the data in other tables of this analysis. Enrollment includes kindergarten students and a small number of prekindergarten students. Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, Office for Civil Rights, Elementary and Secondary School Civil Rights Survey, 1976, 1984, 1986, 1988, and 1990; National Center for Education Statistics, Common Core of Data Survey, 1992; and *Digest of Education Statistics, 1995, 1996, and 1997*, table 45.

Table 43-2 Percentage distribution of enrollment in public elementary and secondary schools, by race/ethnicity and state: Fall 1995

Region and state	Total	White[1]	Black[1]	Hispanic	Asian/Pacific Islander	American Indian/ Alaskan Native
United States	**100.0**	**64.8**	**16.8**	**13.5**	**3.7**	**1.1**
Northeast						
Connecticut	100.0	72.0	13.5	11.8	2.4	0.3
Delaware	100.0	64.7	29.4	4.0	1.7	0.2
District of Columbia	100.0	4.0	87.6	7.0	1.4	(2)
Maine	100.0	97.3	0.8	0.4	0.9	0.6
Maryland	100.0	57.5	35.0	3.3	3.8	0.3
Massachusetts	100.0	78.5	8.2	9.3	3.8	0.2
New Hampshire	100.0	96.7	0.9	1.2	1.1	0.2
New Jersey	100.0	62.5	18.5	13.5	5.4	0.2
New York	100.0	56.9	20.2	17.4	5.0	0.4
Pennsylvania	100.0	80.6	14.0	3.5	1.8	0.1
Rhode Island	100.0	78.9	7.0	10.3	3.3	0.5
Vermont	100.0	97.3	0.7	0.4	1.0	0.6
Southeast						
Alabama	100.0	62.1	36.0	0.5	0.6	0.7
Arkansas	100.0	73.9	23.6	1.5	0.7	0.4
Florida	100.0	57.5	25.3	15.3	1.8	0.2
Georgia	100.0	58.2	37.8	2.2	1.6	0.1
Kentucky	100.0	89.1	9.8	0.4	0.6	0.1
Louisiana	100.0	51.0	46.0	1.1	1.3	0.5
Mississippi	100.0	47.7	51.0	0.3	0.6	0.4
North Carolina	100.0	64.6	30.7	1.9	1.3	1.5
South Carolina	100.0	56.3	42.1	0.7	0.8	0.2
Tennessee	100.0	75.3	23.1	0.7	0.8	0.1
Virginia	100.0	66.6	26.5	3.2	3.5	0.2
West Virginia	100.0	95.2	4.0	0.3	0.4	0.1
Central						
Illinois	100.0	63.6	21.1	12.2	3.0	0.1
Indiana	100.0	85.6	11.1	2.3	0.8	0.2
Iowa	100.0	92.7	3.3	2.1	1.5	0.4
Kansas	100.0	82.6	8.5	6.0	1.8	1.1
Michigan	100.0	76.4	18.4	2.7	1.5	1.0
Minnesota	100.0	87.4	4.8	2.0	3.9	1.9
Missouri	100.0	81.7	16.1	1.0	1.0	0.2
Nebraska	100.0	87.2	5.9	4.4	1.3	1.4
North Dakota	100.0	90.8	0.8	1.1	0.8	6.6
Ohio	100.0	82.2	15.3	1.4	1.0	0.1
South Dakota	100.0	83.7	0.9	0.7	0.7	13.9
Wisconsin	100.0	83.2	9.4	3.3	2.8	1.3
West						
Alaska	100.0	63.7	4.6	2.7	4.4	24.5
Arizona	100.0	56.9	4.3	30.0	1.7	7.2
California	100.0	40.4	8.8	38.7	11.2	0.9
Colorado	100.0	72.5	5.5	18.4	2.5	1.1
Hawaii	100.0	22.9	2.6	4.9	69.3	0.4
Idaho	100.0	88.4	0.6	8.4	1.2	1.3
Montana	100.0	87.5	0.5	1.4	0.8	9.8
Nevada	100.0	66.5	9.8	17.2	4.5	1.9
New Mexico	100.0	39.5	2.4	46.8	1.0	10.4
Oklahoma	100.0	69.4	10.5	3.9	1.3	15.0
Oregon	100.0	85.3	2.6	6.8	3.4	2.0
Texas	100.0	46.4	14.3	36.7	2.3	0.3
Utah	100.0	90.4	0.7	5.3	2.2	1.4
Washington	100.0	78.3	4.7	7.8	6.5	2.6
Wyoming	100.0	89.3	1.0	6.1	0.8	2.7

[1] Excludes persons of Hispanic origin.

[2] Less than 0.05 percent.

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1997*, table 45.

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Table 43-3 Percentage of students in grades 1–12 who are black or Hispanic, by control of school and metropolitan status: 1970–95

Year	Black					Hispanic				
	Public schools					Public schools				
	Total	Central cities	Other metro-politan	Non-metro-politan	Private schools	Total	Central cities	Other metro-politan	Non-metro-politan	Private schools
1970	14.8	32.5	6.2	12.0	4.7	—	—	—	—	—
1971	15.2	34.4	6.5	11.6	4.6	—	—	—	—	—
1972	14.9	31.7	6.3	11.3	5.2	5.8	10.8	4.4	3.6	4.7
1973	14.8	32.1	5.8	11.0	5.7	5.7	10.2	4.4	3.7	5.0
1974	15.4	33.2	6.6	11.8	4.3	6.2	11.4	4.4	4.4	7.3
1975	15.6	33.0	7.0	11.8	5.0	6.6	12.0	5.1	4.1	5.9
1976	16.0	34.0	7.6	11.7	5.8	6.6	11.4	5.9	3.7	5.4
1977	15.9	35.5	7.1	12.6	6.2	6.2	11.8	5.6	2.9	6.9
1978	16.1	35.9	7.4	12.3	6.0	6.4	11.9	6.1	3.0	5.2
1979	16.1	35.8	8.8	10.9	7.5	6.8	14.0	5.3	3.5	5.5
1980	—	—	—	—	—	—	—	—	—	—
1981	16.2	35.2	8.1	11.8	6.5	8.6	16.7	7.4	4.2	7.4
1982	16.2	34.0	8.6	11.9	6.6	8.7	17.7	7.0	4.3	7.3
1983	16.3	33.9	9.1	11.5	6.5	9.1	18.1	7.5	4.1	7.2
1984	16.1	—	—	—	6.3	8.5	—	—	—	5.9
1985	17.0	36.0	9.5	12.7	5.6	10.1	21.5	8.6	4.2	6.1
1986	16.7	32.9	8.3	14.1	6.9	10.6	20.2	8.3	4.1	7.0
1987	16.7	32.9	8.8	12.8	7.4	10.7	19.6	9.0	3.9	7.0
1988	16.8	32.4	9.8	12.2	8.2	10.8	19.2	9.0	4.7	6.7
1989	16.7	32.8	10.0	11.5	7.7	11.4	20.2	10.2	4.0	6.7
1990	16.5	33.1	8.8	12.5	7.2	11.6	19.8	10.8	4.0	7.2
1991	16.7	33.0	9.2	12.4	7.3	11.7	20.6	10.5	3.5	7.1
1992	16.7	32.5	9.5	11.9	7.4	11.9	20.8	10.9	3.6	7.7
1993	16.7	32.9	10.4	10.9	9.8	11.9	21.6	9.9	5.1	7.1
1994	16.8	33.0	9.6	12.9	11.1	13.4	24.7	11.1	5.8	9.1
1995	17.1	31.8	10.7	12.8	9.7	14.0	24.3	11.6	6.5	7.4

— Not available

NOTE: Control of school was not available in 1980. Residence of students was not available in 1984. The Current Population Survey (CPS) definition of metropolitan areas in the United States was changed in 1985. For data through 1984, metropolitan areas are defined on the basis of the 1970 census. A small number of students are both black and Hispanic (less than 1 percent).

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Current Population Reports*, Series P-20, "Level of Enrollment Below College for Persons 3 to 24 Years Old, by Control of School, Metropolitan Status, Sex, Race, and Hispanic Origin," various years, and October Current Population Surveys.

Table 44-1 Family characteristics of 15- to 18-year-olds: 1972–97

Selected family characteristics	1972	1977	1982	1987	1992	1997
Race/ethnicity of young adults						
White	81.9	80.0	76.7	73.9	71.0	68.5
Black	12.2	13.0	14.0	14.2	14.2	14.3
Hispanic	4.9	5.4	7.0	8.5	10.7	12.6
Other	1.1	1.6	2.3	3.3	4.1	4.6
Mother's highest education level						
Less than high school diploma	38.4	32.5	28.1	22.6	18.7	17.0
High school diploma or GED	44.5	46.5	47.0	46.6	40.2	37.1
Some college	10.0	11.9	14.4	17.8	25.3	26.9
Bachelor's degree or higher	7.1	9.1	10.6	12.9	15.7	19.1
Father's highest education level						
Less than high school diploma	41.0	33.2	28.4	21.4	16.5	16.1
High school diploma or GED	33.5	35.5	36.0	37.2	34.5	31.9
Some college	10.6	12.9	15.0	16.8	23.6	26.1
Bachelor's degree or higher	15.0	18.4	20.6	24.6	25.5	25.9
Mother's employment status						
Employed	48.6	53.0	59.0	65.3	69.4	73.4
Unemployed, looking for work	2.2	3.7	4.9	3.8	4.5	3.2
Not in labor force	49.3	43.3	36.2	30.8	26.1	23.4
Father's employment status						
Employed	91.8	88.6	86.7	88.7	88.2	89.3
Unemployed, looking for work	2.5	3.9	5.3	4.4	5.0	3.1
Not in labor force	5.7	7.5	8.0	7.0	6.8	7.5
Family type						
Two-parent household	84.3	80.1	75.7	73.6	72.5	71.2
Father as head of household	2.0	2.6	2.9	3.6	3.9	5.0
Mother as head of household	13.7	17.3	21.4	22.8	23.6	23.8
Number of other children in household						
0–1	39.8	45.6	50.9	59.8	61.9	62.6
2–3	39.4	38.6	39.1	34.1	32.1	31.9
4 or more	20.8	15.9	10.0	6.1	6.1	5.5
Age of mother at child's birth						
Under 20	9.2	12.0	12.8	13.8	14.5	11.1
20–24	29.3	31.5	32.8	34.3	31.9	30.9
25–29	29.1	26.1	27.0	28.2	32.9	33.1
30 or older	32.4	30.4	27.4	23.7	20.8	24.9
Median family income (in 1997 constant dollars)	$47,746	$48,214	$44,502	$47,219	$45,670	$47,420

NOTE: The Current Population Survey (CPS) questions used to obtain educational attainment were changed in 1992. See the supplemental note to *Indicator 22* for further discussion. Information on parents' educational attainment, employment status, or age of mother at child's birth is available only for those parents who live in the same household with their child. See the supplemental note to this indicator for further discussion on how the data were calculated. Emancipated minors are not included in this analysis. Details may not add to 100.0 due to rounding.

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

Table 44-2 Family characteristics of white 15- to 18-year-olds: 1972–97

Selected family characteristics	1972	1977	1982	1987	1992	1997
Mother's highest education level						
Less than high school diploma	32.3	26.3	20.6	15.7	11.0	8.3
High school diploma or GED	48.9	50.5	51.6	49.7	43.2	39.3
Some college	10.8	13.1	15.7	20.0	28.1	29.6
Bachelor's degree or higher	8.0	10.0	12.0	14.5	17.8	22.8
Father's highest education level						
Less than high school diploma	35.7	28.4	22.9	16.4	11.2	9.7
High school diploma or GED	36.2	37.6	38.3	38.9	35.9	32.5
Some college	11.4	13.5	15.8	17.5	25.1	28.5
Bachelor's degree or higher	16.7	20.4	23.0	27.2	27.9	29.4
Mother's employment status						
Employed	49.1	53.8	60.8	67.5	73.4	77.5
Unemployed, looking for work	2.1	3.3	4.0	3.3	3.7	2.6
Not in labor force	48.8	42.8	35.2	29.2	22.9	19.9
Father's employment status						
Employed	92.6	90.3	88.4	90.5	90.0	91.0
Unemployed, looking for work	2.3	3.6	5.1	3.5	4.3	2.3
Not in labor force	5.0	6.1	6.5	6.0	5.7	6.6
Family type						
Two-parent household	88.1	84.8	81.0	79.4	79.4	78.1
Father as head of household	1.8	2.5	2.9	3.6	3.9	5.3
Mother as head of household	10.1	12.6	16.1	16.9	16.7	16.5
Number of other children in household						
0–1	43.1	46.8	54.9	63.8	66.1	66.8
2–3	40.0	39.4	37.9	32.1	29.8	29.3
4 or more	16.9	13.9	7.3	4.1	4.2	3.9
Age of mother at child's birth						
Under 20	8.0	10.3	10.6	10.9	12.4	8.3
20–24	29.0	32.1	33.4	35.3	30.8	30.3
25–29	29.7	26.5	28.5	30.5	36.0	35.8
30 or older	33.3	31.1	27.5	23.3	20.8	25.6
Median family income (in 1997 constant dollars)	$51,599	$52,706	$49,944	$53,326	$52,333	$55,364

NOTE: The Current Population Survey (CPS) questions used to obtain educational attainment were changed in 1992. See the supplemental note to *Indicator 22* for further discussion. Information on parents' educational attainment, employment status, or age of mother at child's birth is available only for those parents who live in the same household with their child. See the supplemental note to this indicator for further discussion on how the data were calculated. Emancipated minors are not included in this analysis. Details may not add to 100.0 due to rounding.

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

Table 44-3 Family characteristics of black 15- to 18-year-olds: 1972–97

Selected family characteristics	1972	1977	1982	1987	1992	1997
Mother's highest education level						
Less than high school diploma	64.4	55.2	46.5	35.3	26.4	22.2
High school diploma or GED	26.4	31.9	35.7	44.3	40.4	39.9
Some college	6.0	7.0	12.0	13.5	23.0	28.2
Bachelor's degree or higher	3.2	5.9	5.8	6.9	10.2	9.7
Father's highest education level						
Less than high school diploma	73.8	60.2	49.9	34.6	20.7	20.9
High school diploma or GED	17.3	26.6	30.2	39.7	38.9	44.7
Some college	6.0	9.0	13.2	15.4	24.5	22.8
Bachelor's degree or higher	2.9	4.1	6.8	10.3	16.0	11.6
Mother's employment status						
Employed	50.7	52.0	56.9	62.9	63.0	69.2
Unemployed, looking for work	3.0	5.9	8.8	5.8	6.5	4.7
Not in labor force	46.3	42.2	34.4	31.3	30.5	26.1
Father's employment status						
Employed	85.4	79.3	75.9	80.9	82.8	83.9
Unemployed, looking for work	4.0	3.9	6.2	7.2	6.2	5.0
Not in labor force	10.6	16.8	17.9	11.9	10.9	11.1
Family type						
Two-parent household	62.1	52.4	48.7	44.7	42.5	39.7
Father as head of household	3.1	3.1	2.3	2.8	3.6	4.7
Mother as head of household	34.8	44.5	49.0	52.4	53.8	55.6
Number of other children in household						
0–1	25.6	42.4	39.8	51.8	55.6	56.6
2–3	35.0	33.0	43.4	37.2	36.6	35.1
4 or more	39.4	24.6	16.9	11.0	7.8	8.3
Age of mother at child's birth						
Under 20	16.6	22.6	23.5	27.0	24.2	22.2
20–24	30.0	28.4	32.2	32.5	35.4	34.2
25–29	24.2	22.9	19.8	19.1	23.1	25.4
30 or older	29.1	26.0	24.4	21.5	17.3	18.3
Median family income (in 1997 constant dollars)	$28,927	$28,415	$25,836	$26,835	$27,473	$29,505

NOTE: The Current Population Survey (CPS) questions used to obtain educational attainment were changed in 1992. See the supplemental note to *Indicator 22* for further discussion. Information on parents' educational attainment, employment status, or age of mother at child's birth is available only for those parents who live in the same household with their child. See the supplemental note to this indicator for further discussion on how the data were calculated. Emancipated minors are not included in this analysis. Details may not add to 100.0 due to rounding.

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

Table 44-4 Family characteristics of Hispanic 15- to 18-year-olds: 1972–97

Selected family characteristics	1972	1977	1982	1987	1992	1997
Mother's highest education level						
Less than high school diploma	76.5	68.9	68.0	58.8	58.9	54.6
High school diploma or GED	15.8	23.7	23.9	29.2	24.0	24.6
Some college	5.7	4.9	6.0	8.1	12.9	14.3
Bachelor's degree or higher	2.0	2.5	2.1	4.0	4.2	6.5
Father's highest education level						
Less than high school diploma	76.0	63.7	64.6	57.8	54.2	53.7
High school diploma or GED	14.0	19.3	20.8	22.7	22.9	20.8
Some college	5.6	8.9	8.6	11.6	14.0	16.2
Bachelor's degree or higher	4.4	8.1	6.1	8.0	8.8	9.3
Mother's employment status						
Employed	31.5	43.3	41.8	48.2	51.6	56.0
Unemployed, looking for work	2.6	4.5	6.6	5.4	7.4	4.8
Not in labor force	65.9	52.2	51.6	46.4	41.0	39.1
Father's employment status						
Employed	89.5	79.0	83.3	80.6	81.9	84.8
Unemployed, looking for work	3.2	8.2	6.4	8.7	9.1	5.9
Not in labor force	7.3	12.7	10.2	10.7	9.0	9.3
Family type						
Two-parent household	76.7	76.1	71.4	68.5	64.1	67.1
Father as head of household	1.9	1.8	2.2	3.7	4.1	4.2
Mother as head of household	21.4	22.1	26.3	27.8	31.8	28.7
Number of other children in household						
0–1	23.5	40.0	35.4	42.9	42.7	47.2
2–3	39.4	39.0	40.0	43.8	42.0	43.1
4 or more	37.1	21.0	24.5	13.4	15.3	9.7
Age of mother at child's birth						
Under 20	12.1	13.4	17.0	17.9	18.2	16.2
20–24	33.4	30.1	30.2	32.8	33.7	33.3
25–29	27.8	27.7	24.8	24.2	26.1	27.7
30 or older	26.7	28.7	28.0	25.2	22.0	22.8
Median family income (in 1997 constant dollars)	$32,351	$33,535	$29,981	$28,611	$28,617	$28,880

NOTE: The Current Population Survey (CPS) questions used to obtain educational attainment were changed in 1992. See the supplemental note to *Indicator 22* for further discussion. Information on parents' educational attainment, employment status, or age of mother at child's birth is available only for those parents who live in the same household with their child. See the supplemental note to this indicator for further discussion on how the data were calculated. Emancipated minors are not included in this analysis. Details may not add to 100.0 due to rounding.

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

Note to Indicator 44: Family characteristics of 15- to 18-year-olds: 1972–97

Data on family characteristics of 15- to 18-year-olds were taken from the March Current Population Surveys (CPS). The March CPS is a hierarchical data file with three levels of information: household, family, and person. Some information used in this analysis, such as family income or family type, was obtained from family level and then retained/passed on to the person level. Information about parents were obtained by linking parents' records with their children's records using common variables, such as household ID, parent ID, spouse ID, and person IDs at various steps. Before the merging process began, an extract file, which included information from both household and family levels, was created for each individual (at the person level). During the merge, three temporary data sets were created using the extract file: head of household, spouses of the head, and children in the household. Records for head of household were first linked to records of spouses of head of household to create one file of parents' records containing information for both parents. Then, the children's records were merged with the parent records using common codes between the files, such as household ID, parent ID, and person ID. This merging process allowed information such as parents' education level and parents' employment status to be linked to children's files.

Family type

Information on family type, which originated at the family level, was taken from the parents' records and was linked to the children's records. The original family type categories were "husband and wife family," "male head," and "female head." When the parent information was merged with the children's records, these categories changed to "both parents," "father as head of household," and "mother as head of household," so that family type was in reference to the children rather than the parents.

Age of mother at child's birth

For this analysis, the age of the mother at the time of her child's birth was computed by subtracting the child's age from his or her biological, adoptive, or foster mother's or female guardian's age.

Number of other children in household

Number of siblings in the family was calculated by adding the total number of children in each family, and subtracting one (for the child in reference) from the total.

Mother's or father's highest education level

A parent's highest education level was obtained by merging the information from the parent's records with their children's records. The percentage distribution of mother's and father's highest education level was calculated based only on children who live with their parents. For example, the percentage distribution for mother's highest education level was calculated based on children who live with "both parents" and who live with "mother only." For children who live with only their father, their mother's education level was unknown; therefore, those in this "unknown" group were excluded from this section of the analysis.

Employment status of parents

Information on the employment status of parents was computed similarly as those for the parents' highest education level.

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys, unpublished tabulations.

Table 45-1 Number of children from birth to age 21 who were served by federally supported programs for students with disabilities, by type of disability: School years ending 1977–96

Type of disability	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
	Number served (in thousands)									
All disabilities	**3,692**	**3,751**	**3,889**	**4,005**	**4,142**	**4,198**	**4,255**	**4,298**	**4,315**	**4,317**
Specific learning disabilities	796	964	1,130	1,276	1,462	1,622	1,741	1,806	1,832	1,862
Speech or language impairments	1,302	1,223	1,214	1,186	1,168	1,135	1,131	1,128	1,126	1,125
Mental retardation	959	933	901	869	829	786	757	727	694	660
Serious emotional disturbance	283	288	300	329	346	339	352	361	372	375
Hearing impairments	87	85	85	80	79	75	73	72	69	66
Orthopedic impairments	87	87	70	66	58	58	57	56	56	57
Other health impairments	141	135	105	106	98	79	50	53	68	57
Visual impairments	38	35	32	31	31	29	28	29	28	27
Multiple disabilities	—	—	50	60	68	71	63	65	69	86
Deaf-blindness	—	—	2	2	3	2	2	2	2	2
Preschool disabled[1]	(²)	(²)	(²)	(²)	(²)	(²)	(²)	(²)	(²)	(²)

Type of disability	1987	1988	1989	1990	1991	1992	1993	1994[3]	1995[3]	1996
	Number served (in thousands)									
All disabilities	**4,374**	**4,447**	**4,544**	**4,641**	**4,762**	**4,949**	**5,125**	**5,309**	**5,378**	**5,573**
Specific learning disabilities	1,914	1,928	1,987	2,050	2,130	2,234	2,354	2,408	2,489	2,579
Speech or language impairments	1,136	953	967	973	985	997	996	1,014	1,015	1,022
Mental retardation	643	582	564	548	534	538	519	536	555	570
Serious emotional disturbance	383	373	376	381	390	399	401	414	427	438
Hearing impairments	65	56	56	57	58	60	60	64	64	67
Orthopedic impairments	57	47	47	48	49	51	52	56	60	63
Other health impairments	52	45	43	52	55	58	65	82	106	133
Visual impairments	26	22	23	22	23	24	23	24	24	25
Multiple disabilities	97	77	85	86	96	97	102	108	88	93
Deaf-blindness	2	1	2	2	1	1	1	1	1	1
Preschool disabled[1]	(²)	363	394	422	441	484	531	578	519	544

— Not available

[1] Includes preschool children ages 3–5 who were served under Chapter 1 of the Education Consolidation and Improvement Act (ECIA) and those ages 0–5 who were served under Part B of the Individuals with Disabilities Education Act (IDEA).

[2] Beginning in the 1987–88 school year, states were no longer required to report preschool students (ages 0–5) with disabilities by disabling condition.

[3] Revised from previously published figures.

NOTE: This analysis includes students who were served under Chapter 1 of the ECIA and Part B of IDEA. Counts are based on reports from the 50 states and the District of Columbia only (i.e., figures from the U.S. territories are not included). Increases since 1987–88 are due in part to new legislation enacted in fall 1986, which mandates that public schools appropriate education services for all disabled children ages 3–5. Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, Office of Special Education and Rehabilitative Services, *Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act*, various years, and unpublished tabulations; and National Center for Education Statistics, Common Core of Data Survey.

Table 45-2 Percentage of public school children ages 6–21 with disabilities who were served in various school environments, by type of disability: School years ending 1986–95

Type of disability	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995
	Regular class/resource room combined in regular school building									
All disabilities	**69.0**	**69.2**	**69.0**	**69.6**	**69.2**	**69.3**	**71.2**	**71.5**	**72.9**	**73.2**
Specific learning disabilities	77.8	76.8	76.7	77.5	76.8	76.2	78.8	78.7	80.4	80.7
Speech or language impairments	94.7	93.9	94.6	94.6	94.6	92.8	94.6	92.5	95.1	95.1
Mental retardation	28.8	29.8	29.2	28.0	26.5	30.4	30.5	33.9	34.7	36.8
Serious emotional disturbance	44.1	46.0	45.5	44.2	43.5	45.9	43.6	46.3	46.2	46.1
Hearing impairments	43.8	46.9	45.4	48.2	45.3	46.6	47.6	49.2	50.5	54.4
Orthopedic impairments	48.0	47.5	45.7	47.8	48.6	51.7	53.4	55.1	58.1	59.7
Other health impairments	47.6	59.0	51.5	50.3	53.4	57.8	62.9	67.4	67.1	71.5
Visual impairments	62.6	62.3	63.1	65.0	62.8	65.3	60.8	66.6	66.4	67.0
Multiple disabilities	20.6	24.3	20.1	21.4	20.5	23.8	24.3	26.7	28.8	20.8
Deaf-blindness	26.0	26.1	15.2	17.0	24.6	16.9	12.1	22.0	15.7	18.1
	Separate class in regular school building									
All disabilities	**24.4**	**24.8**	**24.7**	**24.2**	**24.9**	**25.1**	**23.5**	**23.5**	**22.7**	**22.5**
Specific learning disabilities	20.8	21.2	21.8	21.0	21.7	22.4	20.1	20.1	18.8	18.4
Speech or language impairments	3.7	4.1	3.8	3.8	3.8	5.6	3.9	6.0	4.5	4.5
Mental retardation	57.3	58.4	58.0	58.3	61.1	58.3	59.2	56.8	57.0	55.9
Serious emotional disturbance	36.1	36.8	34.5	35.8	37.1	35.8	36.9	35.2	35.3	35.2
Hearing impairments	32.5	32.9	35.1	33.4	31.7	32.8	31.3	28.1	30.6	28.6
Orthopedic impairments	31.0	33.4	32.0	33.7	34.7	33.1	34.4	34.1	33.3	31.7
Other health impairments	24.8	19.9	18.8	19.6	24.6	26.3	21.5	20.6	21.3	18.5
Visual impairments	19.2	21.9	21.0	20.6	21.1	19.9	19.6	18.0	18.3	17.2
Multiple disabilities	44.5	48.2	46.6	46.8	43.7	42.8	47.1	44.6	44.1	51.3
Deaf-blindness	22.2	37.5	36.9	29.6	29.9	32.0	36.5	31.4	34.2	36.2

SOURCE: U.S. Department of Education, Office of Special Education and Rehabilitative Services, *Nineteenth Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act*, table AB2.

Table 45-3 Participation in special education programs as a percentage of total public school enrollment, by selected types of disability, sex, and race/ethnicity of student: School years ending 1986, 1988, 1990, and 1992

Type of disability	1986	1988	1990	1992
		Total		
All disabilities listed	6.2	6.3	6.8	7.3
Specific learning disabilities	4.3	4.4	4.8	5.3
Mental retardation*	1.3	1.3	1.3	1.3
Serious emotional disturbance	0.6	0.6	0.7	0.7
		Male		
All disabilities listed	8.2	8.6	9.2	9.7
Specific learning disabilities	5.8	6.2	6.6	7.2
Mental retardation*	1.4	1.6	1.6	1.5
Serious emotional disturbance	0.9	0.9	1.0	1.1
		Female		
All disabilities listed	4.0	4.1	4.4	4.7
Specific learning disabilities	2.6	2.7	3.0	3.3
Mental retardation*	1.1	1.1	1.1	1.1
Serious emotional disturbance	0.3	0.2	0.3	0.3
		White		
All disabilities listed	5.9	6.1	6.7	7.2
Specific learning disabilities	4.3	4.5	5.0	5.3
Mental retardation*	1.1	1.0	1.1	1.1
Serious emotional disturbance	0.6	0.6	0.7	0.7
		Black		
All disabilities listed	8.2	8.3	8.7	9.3
Specific learning disabilities	4.4	4.5	5.0	5.8
Mental retardation*	2.7	3.0	2.8	2.5
Serious emotional disturbance	1.0	0.8	0.9	1.0
		Hispanic		
All disabilities listed	5.5	6.2	6.3	6.5
Specific learning disabilities	4.3	4.5	4.7	5.3
Mental retardation*	0.8	1.4	1.3	0.8
Serious emotional disturbance	0.5	0.3	0.3	0.4

* Includes all students classified with any level of mental retardation.

NOTE: The *National Summaries from the Elementary and Secondary School Civil Rights Survey* report includes data for the three disability categories shown. Therefore, the "All disabilities listed" category shown in this table includes only the following three categories: specific learning disabilities, mental retardation, and serious emotional disturbance. Beginning in the 1987–88 school year, states were no longer required to report preschool students (ages 0–5) with disabilities by disabling condition. Included in totals but not shown separately are other racial/ethnic groups. Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, Office for Civil Rights, *National Summaries from the Elementary and Secondary School Civil Rights Survey*, various years.

Table 45-4 Percentage distribution of children from birth to age 21 who were served by federally supported programs for students with disabilities, by type of disability: School years ending 1977–96

Type of disability	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
All disabilities	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Specific learning disabilities	21.6	25.7	29.1	31.9	35.3	38.6	40.9	42.4	42.5	43.1
Speech or language impairments	35.3	32.6	31.2	29.6	28.2	27.0	26.6	26.1	26.1	26.1
Mental retardation	26.0	24.9	23.2	21.7	20.0	18.7	17.8	16.1	16.1	15.3
Serious emotional disturbance	7.7	7.7	7.7	8.2	8.4	8.1	8.3	8.6	8.6	8.7
Hearing impairments	2.4	2.3	2.2	2.0	1.9	1.8	1.7	1.6	1.6	1.5
Orthopedic impairments	2.4	2.3	1.8	1.6	1.4	1.4	1.3	1.3	1.3	1.3
Other health impairments	3.8	3.6	2.7	2.6	2.4	1.9	1.2	1.6	1.6	1.3
Visual impairments	1.0	0.9	0.8	0.8	0.7	0.7	0.7	0.7	0.7	0.6
Multiple disabilities	—	—	1.3	1.5	1.6	1.7	1.5	1.6	1.6	2
Deaf-blindness	—	—	0.1	[1]0.0	0.1	[1]0.0	[1]0.0	[1]0.0	[1]0.0	[1]0.0
Preschool disabled[2]	([3])	([3])	([3])	([3])	([3])	([3])	([3])	([3])	([3])	([3])

Type of disability	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996
All disabilities	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Specific learning disabilities	43.8	43.4	43.6	44.2	44.7	45.1	45.9	45.4	46.3	46.3
Speech or language impairments	26.0	21.4	21.1	21.0	20.7	20.2	19.4	19.1	18.9	18.3
Mental retardation	14.7	13.1	12.7	11.8	11.2	10.9	10.1	10.1	10.3	10.2
Serious emotional disturbance	8.8	8.4	8.3	8.2	8.2	8.1	7.8	7.8	7.9	7.9
Hearing impairments	1.5	1.3	1.3	1.2	1.2	1.2	1.2	1.2	1.2	1.2
Orthopedic impairments	1.3	1.1	1.1	1.0	1.0	1.0	1.0	1.1	1.1	1.1
Other health impairments	1.2	1.0	1.0	1.1	1.2	1.2	1.3	1.5	2.0	2.4
Visual impairments	0.6	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.4	0.4
Multiple disabilities	2.2	1.7	1.8	1.9	2.0	2.0	2.0	2.0	1.6	1.7
Deaf-blindness	[1]0.0	[1]0.0	[1]0.0	[1]0.0	[1]0.0	[1]0.0	[1]0.0	[1]0.0	[1]0.0	[1]0.0
Preschool disabled[2]	([3])	8.2	8.7	9.1	9.3	9.8	10.4	10.9	9.6	9.8

— Not available.

[1] Percents less than 0.05 are rounded to 0.0.

[2] Includes preschool children ages 3–5 who were served under Chapter 1 of the Education Consolidation and Improvement Act (ECIA) and those ages 0–5 who were served under Part B of the Individuals with Disabilities Education Act (IDEA).

[3] Beginning in the 1987–88 school year, states were no longer required to report preschool students (ages 0–5) with disabilities by disabling condition.

NOTE: This analysis includes students who were served under Chapter 1 of the ECIA and Part B of the IDEA. Counts are based on reports from the 50 states and the District of Columbia only (i.e., figures from the U.S. territories are not included). Distribution changes since 1987–88 are due in part to new legislation enacted in fall 1986, which mandates that public schools appropriate education services for all disabled children ages 3–5. Details may not add to totals due to rounding. Data are revised from previously published figures.

SOURCE: U.S. Department of Education, Office of Special Education and Rehabilitative Services, *Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act*, various years, and unpublished tabulations; and National Center for Education Statistics, Common Core of Data Survey.

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Table 45-5 Children from birth to age 21 who were served by federally supported programs for students with disabilities, as a percentage of total K–12 enrollment,[1] by type of disability: School years ending 1977–96

Type of disability	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
All disabilities	**8.3**	**8.8**	**9.3**	**9.8**	**10.1**	**10.6**	**10.8**	**11.0**	**11.0**	**11.0**
Specific learning disabilities	1.8	2.3	2.7	3.1	3.6	4.1	4.4	4.6	4.7	4.7
Speech or language impairments	2.9	2.9	2.9	2.9	2.9	2.9	2.9	2.9	2.9	2.9
Mental retardation	2.2	2.2	2.2	2.1	2.0	2.0	1.9	1.9	1.8	1.7
Serious emotional disturbance	0.6	0.7	0.7	0.8	0.9	0.9	0.9	0.9	1.0	1.0
Hearing impairments	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Orthopedic impairments	0.2	0.2	0.2	0.2	0.1	0.1	0.1	0.1	0.1	0.1
Other health impairments	0.3	0.3	0.3	0.3	0.2	0.2	0.1	0.1	0.2	0.1
Visual impairments	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Multiple disabilities	—	—	0.1	0.1	0.2	0.2	0.2	0.2	0.2	0.2
Deaf-blindness	—	—	[2]0.0	[2]0.0	[2]0.0	[2]0.0	[2]0.0	[2]0.0	[2]0.0	[2]0.0
Preschool disabled[3]	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)

Type of disability	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996
All disabilities	**11.0**	**11.1**	**11.3**	**11.4**	**11.6**	**11.8**	**12.0**	**12.2**	**12.2**	**12.4**
Specific learning disabilities	4.8	4.8	4.9	5.1	5.2	5.3	5.5	5.5	5.6	5.8
Speech or language impairments	2.9	2.4	2.4	2.4	2.4	2.4	2.3	2.3	2.3	2.3
Mental retardation	1.6	1.5	1.4	1.4	1.3	1.3	1.2	1.2	1.3	1.3
Serious emotional disturbance	1.0	0.9	0.9	0.9	1.0	1.0	0.9	1.0	1.0	1.0
Hearing impairments	0.2	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.2	0.2
Orthopedic impairments	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Other health impairments	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.2	0.2	0.3
Visual impairments	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Multiple disabilities	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.3	0.2	0.2
Deaf-blindness	[2]0.0	[2]0.0	[2]0.0	[2]0.0	[2]0.0	[2]0.0	[2]0.0	[2]0.0	[2]0.0	[2]0.0
Preschool disabled[3]	(4)	0.9	1.0	1.0	1.1	1.2	1.2	1.3	1.2	1.2

— Not available.

[1] Based on K–12 enrollment in public schools, including some prekindergarten students.

[2] Percents less than 0.05 are rounded to 0.0.

[3] Includes preschool children ages 3–5 who were served under Chapter 1 of the Elementary Consolidation and Improvement Act (ECIA) and those ages 0–5 who were served under Part B of the Individuals with Disabilities Education Act (IDEA).

[4] Beginning in the 1987–88 school year, states were no longer required to report preschool students (ages 0–5) with disabilities by disabling condition.

NOTE: This analysis includes students who were served under Chapter 1 of the ECIA and Part B of the IDEA. Data for 1977 through 1995 are revised from previously published figures. Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, Office of Special Education and Rehabilitative Services, *Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act*, various years, and unpublished tabulations; and National Center for Education Statistics, Common Core of Data Survey.

Table 45-6 Ratio of the number of students with disabilities per special education teacher serving them, by type of disability: School years ending 1977–94

Type of disability	1977	1978	1979	1980	1981	1982	1983	1990	1991	1992	1993	1994
All disabilities	**21**	**19**	**19**	**18**	**18**	**18**	**18**	**16**	**16**	**16**	**16**	**16**
Specific learning disabilities	18	18	18	17	17	19	21	23	22	23	24	26
Speech or language impairments	71	62	64	49	48	56	58	25	25	23	24	*26
Mental retardation	14	12	13	13	12	12	13	13	12	12	12	13
Serious emotional disturbance	13	14	13	12	13	14	13	14	13	14	14	14
Hearing impairments	10	10	9	9	10	9	9	9	9	9	9	10
Orthopedic impairments	16	18	12	14	13	12	13	15	15	14	15	18
Other health impairments	28	26	21	21	31	22	16	19	19	27	30	35
Visual impairments	11	10	8	9	9	10	9	8	8	8	8	9
Multiple disabilities	—	—	—	15	13	13	12	11	13	13	13	14
Deaf-blindness	—	—	—	3	8	5	2	14	4	7	6	8

* Revised from previously published figure.

— Not available.

SOURCE: U.S. Department of Education, Office of Special Education and Rehabilitative Services, *Eighteenth Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act*, table 1.9.

Table 46-1 Percentage of high school seniors who reported using alcohol or drugs any time during the previous year, by type of drug: School years 1975–97

Type of drug	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
Alcohol	0.4	0.3	0.3	0.2	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3
Marijuana	0.5	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4
Any illicit drug other than marijuana	0.5	0.4	0.3	0.3	0.4	0.4	0.4	0.3	0.4	0.4	0.4	0.4
Stimulants	0.4	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3
LSD	0.3	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Cocaine	0.2	0.2	0.2	0.2	0.3	0.3	0.2	0.2	0.2	0.3	0.3	0.3
Sedatives	0.3	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Tranquilizers	0.3	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Inhalants	—	0.1	0.1	0.1	0.2	0.2	0.1	0.2	0.2	0.2	0.2	0.2

Type of drug	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997
Alcohol	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.4	0.4	0.4	0.3
Marijuana	0.4	0.4	0.4	0.4	0.3	0.3	0.3	0.4	0.4	0.4	0.4
Any illicit drug other than marijuana	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3
Stimulants	0.3	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
LSD	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Cocaine	0.2	0.2	0.2	0.2	0.2	0.1	0.1	0.2	0.2	0.2	0.2
Sedatives	0.2	0.1	0.1	0.2	0.2	0.1	0.1	0.2	0.2	0.2	0.2
Tranquilizers	0.2	0.2	0.1	0.1	0.2	0.1	0.1	0.2	0.2	0.2	0.2
Inhalants	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2

— Not available.

* In 1993, the questions regarding alcohol consumption changed; therefore, data for alcohol use from 1993 through 1997 may not be comparable to earlier years. For example, in 1993, the original wording produced an estimate of 76 percent for alcohol use. The new wording produced an estimate of 73 percent.

NOTE: Only drug use not under a doctor's orders is included.

SOURCE: University of Michigan, Survey Research Center, Institute for Social Research, *Monitoring the Future Study*.

Table 46-2 Percentage of students who reported using alcohol or drugs any time during the previous 30 days, by type of drug and grade: School years 1991–97

Type of drug and grade	1991	1992	1993	1994	1995	1996	1997
Alcohol							
8th-graders	0.3	0.3	0.3	0.3	0.3	0.3	0.3
10th-graders	0.4	0.4	0.4	0.4	0.4	0.4	0.4
12th-graders	0.4	0.4	0.4	0.4	0.4	0.4	0.4
Marijuana/hashish							
8th-graders	0.1	0.1	0.2	0.2	0.2	0.2	0.2
10th-graders	0.2	0.2	0.3	0.3	0.3	0.3	0.3
12th-graders	0.3	0.3	0.3	0.3	0.3	0.3	0.3
Any illicit drug other than marijuana							
8th-graders	0.1	0.2	0.2	0.2	0.2	0.2	0.2
10th-graders	0.2	0.2	0.2	0.2	0.2	0.2	0.2
12th-graders	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Stimulants							
8th-graders	0.1	0.1	0.1	0.1	0.2	0.2	0.1
10th-graders	0.1	0.2	0.2	0.2	0.2	0.2	0.2
12th-graders	0.1	0.1	0.1	0.2	0.2	0.2	0.2
LSD							
8th-graders	0.1	0.1	0.1	0.1	0.1	0.1	0.1
10th-graders	0.1	0.1	0.1	0.1	0.1	0.1	0.1
12th-graders	0.1	0.1	0.1	0.1	0.2	0.1	0.1
Cocaine							
8th-graders	0.1	0.1	0.1	0.1	0.1	0.1	0.1
10th-graders	0.1	0.1	0.1	0.1	0.1	0.1	0.1
12th-graders	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Tranquilizers							
8th-graders	0.1	0.1	0.1	0.1	0.1	0.1	0.1
10th-graders	0.1	0.1	0.1	0.1	0.1	0.1	0.1
12th-graders	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Cigarettes							
8th-graders	0.3	0.3	0.3	0.3	0.3	0.3	0.3
10th-graders	0.3	0.3	0.3	0.3	0.3	0.4	0.4
12th-graders	0.4	0.4	0.4	0.4	0.4	0.4	0.4
Inhalants							
8th-graders	0.2	0.2	0.2	0.2	0.2	0.2	0.2
10th-graders	0.1	0.1	0.1	0.1	0.1	0.1	0.1
12th-graders	0.1	0.1	0.1	0.1	0.1	0.1	0.1

* In 1993, the questions regarding alcohol consumption changed; therefore, data for alcohol use from 1993 through 1997 may not be comparable to earlier years. For example, in 1993, the original wording produced an estimate of 26 percent for alcohol use of 8 -graders. The new wording produced an estimate of 24 percent.

NOTE: Only drug use not under a doctor's orders is included.

SOURCE: University of Michigan, Survey Research Center, Institute for Social Research, *Monitoring the Future Study.*

Table 46-3 Percentage of students who reported that it would be "fairly easy" or "very easy" to get drugs, by type of drug and grade: School years 1992–97

Type of drug and grade	1992	1993	1994	1995	1996	1997
Alcohol						
8th-graders	76.2	73.9	74.5	74.9	75.3	74.9
10th-graders	88.6	88.9	89.8	89.7	90.4	89.0
12th-graders	—	—	—	—	—	—
Marijuana						
8th-graders	42.3	43.8	49.9	52.4	54.8	54.2
10th-graders	65.2	68.4	75.0	78.1	81.1	80.5
12th-graders	82.7	83.0	85.5	88.5	88.7	89.6
Heroin						
8th-graders	19.7	19.8	19.4	21.1	20.6	19.8
10th-graders	24.3	24.3	24.7	24.6	24.8	24.4
12th-graders	34.9	33.7	34.1	35.1	32.2	33.8
LSD						
8th-graders	21.5	21.8	21.8	23.5	23.6	22.7
10th-graders	33.6	35.8	36.1	39.8	41.0	38.3
12th-graders	44.5	49.2	50.8	53.8	51.3	50.7
Cocaine						
8th-graders	25.7	25.9	26.4	27.8	27.2	26.9
10th-graders	35.0	34.1	34.5	35.3	36.9	37.1
12th-graders	48.0	45.4	43.7	43.8	44.4	43.3
Tranquilizers						
8th-graders	22.9	21.4	20.4	21.3	20.4	19.6
10th-graders	31.6	30.5	29.8	30.6	30.3	28.7
12th-graders	40.9	41.1	39.2	37.8	36.0	35.4
Cigarettes						
8th-graders	77.8	75.5	76.1	76.4	76.9	76.0
10th-graders	89.1	89.4	90.3	90.7	91.3	89.6
12th-graders	—	—	—	—	—	—

— Not available.

NOTE: Respondents answered the question "How difficult do you think it would be for you to get each of the following types of drugs, if you wanted some?" on the following scale: "probably impossible," "very difficult," "fairly difficult," "fairly easy," or "very easy." Eighth- and 10th-graders were also given the response option "Can't say, drug unfamiliar." Percentages include responses of "fairly easy" and "very easy."

SOURCE: University of Michigan, Survey Research Center, Institute for Social Research, *Monitoring the Future Study.*

Table 47-1 Percentage of high school seniors who reported being victimized at school during the previous 12 months, by type of victimization and race/ethnicity: 1976–96

Year	Had something stolen		Property deliberately damaged		Injured with a weapon		Threatened with a weapon		Injured without a weapon		Threatened without a weapon	
	White	Black	White	Black	White	Black	White	Black	White	Black	White	Black
1976	38.9	35.9	25.1	30.1	5.0	7.8	11.4	16.3	13.2	14.3	21.2	24.2
1977	40.4	32.8	24.3	21.0	4.0	8.1	11.0	19.7	10.6	11.4	20.2	24.2
1978	38.8	32.4	25.7	21.2	3.9	7.2	11.2	13.3	11.5	14.4	20.4	17.5
1979	34.6	27.2	24.5	20.8	4.0	8.1	11.1	16.5	11.7	9.8	20.3	17.9
1980	34.3	33.1	25.3	21.9	3.5	9.9	9.5	17.8	10.3	14.9	19.0	20.0
1981	40.1	39.2	30.4	29.8	5.1	13.4	13.4	23.7	13.8	19.1	23.6	25.0
1982	37.9	42.0	25.6	25.4	4.2	4.5	11.1	15.9	11.8	11.7	21.3	19.5
1983	39.4	39.2	25.0	23.1	4.3	5.6	11.9	14.8	13.4	13.2	23.9	24.5
1984	38.4	35.3	24.3	21.8	3.2	6.0	10.9	16.7	12.1	13.3	23.0	24.4
1985	39.3	35.2	26.6	28.0	5.4	8.9	11.6	22.6	13.6	18.2	24.5	25.2
1986	41.1	36.3	25.7	24.5	4.9	6.9	12.6	15.7	14.5	12.8	25.7	22.7
1987	42.1	39.4	27.0	25.0	4.4	5.6	11.2	17.5	15.4	15.4	25.4	20.2
1988	41.4	46.6	27.4	25.8	3.9	9.0	11.3	22.2	13.5	16.6	24.3	27.7
1989	39.4	46.4	26.0	28.9	4.9	11.3	12.0	24.1	13.7	17.8	24.5	21.0
1990	41.6	42.2	28.9	26.1	4.6	10.0	12.0	16.0	13.6	10.0	26.1	21.7
1991	41.4	44.3	28.4	24.6	5.3	9.6	15.7	20.2	15.4	17.1	26.5	27.5
1992	36.2	44.2	25.7	*26.3	4.5	5.2	12.3	19.4	12.7	*13.8	25.5	20.5
1993	41.6	46.0	25.8	26.3	4.3	6.4	13.8	23.5	11.0	11.5	23.8	22.3
1994	39.5	46.5	28.3	21.5	4.0	8.1	14.8	18.1	11.5	11.5	24.7	22.1
1995	40.0	42.3	28.0	27.3	4.1	8.7	12.3	18.9	11.6	9.2	25.1	22.9
1996	37.6	43.2	25.2	26.0	3.7	9.8	12.3	17.1	11.2	15.7	21.9	21.9

* Revised from previously published figures.

SOURCE: University of Michigan, Survey Research Center, Institute for Social Research, *Monitoring the Future Study*.

Table 47-2 Percentage of high school seniors who reported being victimized at school during the previous 12 months, by type of victimization and population density: 1994–96

Year	Had something stolen	Property deliberately damaged	Injured with a weapon	Threatened with a weapon	Injured without a weapon	Threatened without a weapon
			Large metropolitan statistical area			
1994	42.7	25.8	4.3	15.2	13.1	23.1
1995	40.0	23.1	4.1	12.7	11.2	22.0
1996	35.8	27.3	5.9	14.4	12.3	20.5
			Other metropolitan statistical area			
1994	36.8	27.1	5.5	14.6	11.2	24.3
1995	39.8	29.0	5.3	13.9	12.4	24.0
1996	40.7	25.8	4.1	12.5	12.4	21.6
			Nonmetropolitan statistical area			
1994	41.2	28.7	3.9	15.6	11.1	23.4
1995	41.4	28.9	4.9	12.7	10.7	24.3
1996	36.0	25.2	5.4	13.5	10.4	22.4

SOURCE: University of Michigan, Survey Research Center, Institute for Social Research, *Monitoring the Future Study*.

19.

Table 48-1 **Percentage of public and private school teachers who reported that various parent and student behaviors and attitudes were serious problems in their schools, by selected school and teacher characteristics: School years 1987–88, 1990–91, and 1993–94**

Selected school and teacher characteristics	Problems associated with parent: Lack of involvement	Problems associated with parent: Alcoholism and/ or drug abuse	Problems associated with student: Apathy	Problems associated with student: Alcohol use	Problems associated with student: Poor nutrition	Problems associated with student: Drug abuse	Problems associated with student: Poor health	Problems associated with student: Pregnancy
School year 1987-88								
Total	**—**	**—**	**—**	**10.6**	**—**	**7.3**	**—**	**6.2**
Public	—	—	—	11.5	—	8.0	—	6.9
Teacher level								
Elementary	—	—	—	2.0	—	1.6	—	1.2
Secondary	—	—	—	22.5	—	15.5	—	13.6
Urbanicity								
Central city	—	—	—	9.0	—	9.0	—	9.1
Urban fringe/large town	—	—	—	11.2	—	8.4	—	5.4
Rural/small town	—	—	—	13.2	—	7.0	—	6.2
Percentage of minority enrollment								
Less than 5	—	—	—	13.1	—	6.4	—	3.8
5-19	—	—	—	12.2	—	8.1	—	4.3
20-49	—	—	—	10.2	—	8.3	—	8.6
50 or more	—	—	—	9.1	—	9.9	—	12.5
Percentage of students who received free or reduced-price lunch								
0-5	—	—	—	16.3	—	10.7	—	4.9
6-20	—	—	—	14.1	—	9.4	—	6.8
21-40	—	—	—	9.9	—	6.4	—	7.5
More than 40	—	—	—	6.6	—	5.9	—	7.1
Private	—	—	—	3.7	—	1.9	—	0.6
School year 1990-91								
Total	**22.9**	**10.8**	**18.6**	**7.5**	**—**	**3.8**	**—**	**5.6**
Public	25.4	12.0	20.6	8.2	—	4.3	—	6.4
Teacher level								
Elementary	21.3	11.7	11.5	1.5	—	0.8	—	0.9
Secondary	30.7	12.3	32.3	16.8	—	8.7	—	13.4
Urbanicity								
Central city	35.9	17.8	25.1	6.3	—	4.8	—	8.3
Urban fringe/large town	21.3	9.3	19.0	6.6	—	3.7	—	4.6
Rural/small town	21.6	10.2	18.8	10.7	—	4.3	—	6.5
Percentage of minority enrollment								
Less than 5	15.0	7.4	15.5	9.6	—	3.1	—	3.8
5-19	15.2	7.2	15.4	8.4	—	3.6	—	3.9
20-49	27.3	11.8	22.8	8.1	—	4.8	—	7.3
50 or more	46.6	22.7	29.9	6.7	—	5.8	—	11.2

Table 48-1 **Percentage of public and private school teachers who reported that various parent and student behaviors and attitudes were serious problems in their schools, by selected school and teacher characteristics: School years 1987–88, 1990–91, and 1993–94—Continued**

Selected school and teacher characteristics	Problems associated with parent: Lack of involvement	Problems associated with parent: Alcoholism and/ or drug abuse	Problems associated with student: Apathy	Problems associated with student: Alcohol use	Problems associated with student: Poor nutrition	Problems associated with student: Drug abuse	Problems associated with student: Poor health	Problems associated with student: Preg- nancy
Percentage of students who received free or reduced-price lunch								
0–5	10.1	4.3	13.6	10.6	—	4.8	—	3.5
6–20	17.3	7.0	19.4	10.8	—	4.7	—	6.2
21–40	23.9	10.2	20.7	7.7	—	4.0	—	7.9
More than 40	40.5	21.1	24.2	5.0	—	3.6	—	6.3
Private	4.3	2.2	4.2	2.4	—	0.5	—	0.3
			School year 1993–94					
Total	**24.6**	**11.7**	**21.2**	**8.5**	**7.3**	**5.2**	**4.5**	**3.6**
Public	27.5	13.0	23.6	9.3	8.2	5.7	5.0	4.1
Teacher level								
Elementary	21.6	13.3	11.8	1.2	9.3	0.6	5.8	2.5
Secondary	34.0	12.7	36.3	18.0	7.0	11.2	4.1	5.7
Urbanicity								
Central city	35.9	17.2	28.0	6.9	12.7	6.3	8.5	7.0
Urban fringe/large town	24.0	10.6	21.9	8.1	7.1	5.7	4.2	3.4
Rural/small town	24.6	12.1	22.0	11.8	5.9	5.4	3.3	2.6
Percentage of minority enrollment								
Less than 5	18.1	7.9	18.5	11.0	3.8	4.3	1.9	1.4
5–19	16.7	7.8	18.5	9.5	4.1	5.1	2.2	2.2
20–49	29.7	13.7	26.6	9.8	8.0	6.7	4.8	4.2
50 or more	46.1	22.8	31.8	6.9	16.8	6.8	11.1	8.3
Percentage of students who received free or reduced-price lunch								
0–5	13.3	5.0	17.7	12.7	2.1	7.0	1.3	2.2
6–20	19.4	7.2	23.5	13.4	3.4	7.4	1.8	3.1
21–40	26.1	11.0	24.3	8.5	7.3	5.3	4.1	3.2
More than 40	39.7	22.1	25.3	5.4	14.5	3.9	9.4	5.5
Private	4.0	2.6	4.5	3.2	1.4	1.3	0.9	0.8

— Not available.

NOTE: See the glossary for the definition of urbanicity. See the supplemental note to this indicator for the definition of teacher level.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88, 1990–91, and 1993–94 (Public School, Private School, Public School Teacher, and Private School Teacher questionnaires).

Table 49-1 Percentage of students whose parents reported school practices at their child's school that encourage parents to become involved in their child's education,[1] by type of practice and selected characteristics: 1996

Selected characteristics	Provides workshops about helping child learn at home	Provides information about helping child with homework[2]	Informs parent about child's performance between report cards	Provides information about helping child plan for college[3]	Informs parent about volunteer opportunities at school
Total	**39.5**	**38.3**	**60.7**	**43.7**	**59.5**
Race/ethnicity					
White	35.3	34.0	59.6	42.8	60.2
Black	49.1	46.6	63.1	44.6	59.1
Hispanic	50.2	49.9	65.4	47.5	58.1
Grade level					
Center-based program[4]	52.6	—	75.7	—	70.7
Kindergarten[4]	58.8	—	68.9	—	76.3
Elementary	47.0	48.1	63.2	—	69.9
Middle school	28.8	32.1	57.3	—	47.4
High school	23.5	25.0	51.8	43.7	40.6
Household income					
$10,000 or less	48.8	45.8	62.5	38.4	58.1
10,001-20,000	45.4	42.7	61.9	46.2	56.4
20,001-35,000	39.5	37.6	61.1	39.7	55.9
35,001-50,000	37.4	36.7	59.8	42.1	60.4
50,001 or more	33.8	34.3	59.6	48.1	63.7
Parents' highest education level					
Less than high school diploma	53.3	52.0	67.2	45.4	57.5
High school diploma or GED	43.9	40.9	61.2	41.9	57.7
Some college/vocational/technical	35.9	34.4	58.6	37.9	57.1
Bachelor's degree	35.4	36.0	61.5	48.5	63.9
Graduate/professional school	33.3	33.8	58.9	52.0	65.2
Family structure					
Two biological or adoptive parents	39.1	38.0	61.8	45.8	62.0
One biological or adoptive parent	41.9	39.6	60.1	41.6	57.3
One biological/adoptive and one step parent	34.3	35.4	56.2	40.3	52.5
Other relatives	43.0	41.9	61.2	42.0	55.5
Urbanicity					
Urbanized area	41.8	40.1	61.6	46.0	62.0
Not an urbanized area	37.4	38.3	60.0	43.3	56.6
Rural	35.1	34.0	59.1	39.1	54.9

— Not applicable.

[1] Parents were asked to rate school practices on the following scale: "school does very well," "school does o.k.," and "school doesn't do at all." Percentages shown are for those parents who responded "school does very well."

[2] Question was asked of parents with students in grades 1–12.

[3] Question was asked of parents with students in grades 9–12.

[4] See the glossary for definitions of center-based programs and kindergarten.

NOTE: Included in the totals but not shown separately are other racial/ethnic groups and other types of family structures. Parents of ungraded students or children who were home schooled were not included in this analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), 1996 (Parent and Family Involvement in Education component).

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Table 49-2 Percentage of students whose parents reported school practices at their child's school that promote communication between parents and schools, by type of practice and selected characteristics: 1996

Selected characteristics	School has written parental involvement agreement concerning participation in child's education[1]	Teachers send parent personal notes about their child	Teachers send newsletters, memos, or notices addressed to parents	Teachers call parents on phone
Total	**38.1**	**48.0**	**90.9**	**42.8**
Race/ethnicity				
White	31.4	50.2	92.7	41.2
Black	51.6	44.3	88.1	48.8
Hispanic	55.4	42.8	85.9	44.0
Grade level				
Center-based programs[2]	—	48.8	94.2	44.6
Kindergarten[2]	32.4	52.7	96.5	43.4
Elementary	40.1	54.5	94.6	44.9
Middle school	42.2	44.4	88.5	41.8
High school	34.1	37.4	83.5	39.1
Household income				
$10,000 or less	49.0	42.6	85.7	46.4
10,001–20,000	44.6	45.2	88.2	44.8
20,001–35,000	40.3	46.9	89.9	41.4
35,001–50,000	34.9	50.4	92.1	40.6
50,001 or more	30.5	51.0	94.7	42.5
Parents' highest education level				
Less than high school diploma	53.8	37.7	79.2	45.5
High school diploma or GED	40.8	45.4	88.9	40.4
Some college/vocational/technical	36.4	48.8	92.2	43.1
Bachelor's degree	34.4	52.5	94.9	43.0
Graduate/professional school	29.4	53.4	95.9	45.0
Family structure				
Two biological or adoptive parents	35.0	49.2	92.7	40.6
One biological or adoptive parent	45.6	46.1	89.3	46.7
One biological/adoptive and one step parent	36.1	49.3	88.7	45.1
Other relatives	37.6	38.1	79.6	43.1
Urbanicity				
Urbanized area	40.8	47.5	92.4	46.1
Not an urbanized area	35.7	48.6	89.3	37.4
Rural	33.0	48.9	88.1	37.3

— Not applicable.

[1] Question was asked of parents with students in grades K–12.

[2] See the glossary for definitions of center-based programs and kindergarten.

NOTE: Included in the totals but not shown separately are other racial/ethnic groups and other types of family structures. Parents of ungraded students or children who were home schooled were not included in this analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), 1996 (Parent and Family Involvement in Education component).

Table 49-3 Percentage of students whose parents reported participating in their child's school activities and helping their child with homework, by selected characteristics: 1996

Selected characteristics	Participated in school activities[1]				Helped with homework[2]		
	Attended general meeting	Attended scheduled meeting with teacher	Attended school event	Acted as a volunteer or served on a committee	Never or less than once a week	1-2 times a week	3 or more times a week
Total	**87.8**	**84.0**	**66.1**	**39.6**	**26.7**	**35.2**	**38.2**
Race/ethnicity							
White	88.2	83.0	70.9	44.5	28.2	37.0	34.9
Black	86.3	86.5	56.0	29.5	21.9	30.0	48.1
Hispanic	87.3	85.1	54.8	27.7	25.5	31.2	43.3
Grade level							
Center-based programs[3]	79.4	64.3	59.3	50.3	—	—	—
Kindergarten[3]	88.2	91.6	62.7	50.0	—	—	—
Elementary	91.6	93.6	72.4	46.3	11.5	31.1	57.4
Middle school	88.8	82.4	65.2	28.6	27.7	45.1	27.2
High school	83.1	72.5	59.1	28.4	52.6	36.8	10.6
Household income							
$10,000 or less	83.8	87.1	49.7	25.4	25.4	30.5	44.1
10,001-20,000	84.5	83.6	58.0	28.4	27.3	34.8	38.0
20,001-35,000	86.0	83.1	62.6	34.1	27.2	35.1	37.7
35,001-50,000	88.2	84.5	71.4	43.7	26.2	36.1	37.7
50,001 or more	92.1	83.1	76.9	52.9	27.0	36.9	36.2
Parents' highest education level							
Less than high school diploma	81.3	83.7	42.2	18.3	28.8	30.1	41.1
High school diploma or GED	85.1	84.4	59.5	31.1	26.4	34.2	39.4
Some college/vocational/technical	87.4	83.6	68.4	40.2	26.4	35.8	37.8
Bachelor's degree	92.9	84.2	75.6	52.2	25.4	38.8	35.8
Graduate/professional school	92.7	83.8	81.0	56.8	27.9	35.1	37.0
Family structure							
Two biological or adoptive parents	89.1	83.9	70.7	47.6	26.5	34.9	38.5
One biological or adoptive parent	86.2	85.0	59.4	29.3	26.1	34.4	39.5
One biological/adoptive and one step parent	85.8	82.3	62.9	27.0	26.6	39.5	33.9
Other relatives	81.5	81.8	50.4	21.3	32.5	33.2	34.3
Urbanicity							
Urbanized area	90.2	84.3	64.1	40.0	25.3	34.0	40.8
Not an urbanized area	85.6	85.5	69.6	38.9	28.2	37.8	34.0
Rural	82.9	82.3	69.2	39.2	29.3	36.6	34.1

— Not applicable.

[1] Questions were asked of parents with students in preprimary school through grade 12.

[2] Questions were asked of parents with students in grades 1–12.

[3] See the glossary for definitions of center-based programs and kindergarten.

NOTE: Included in the totals but not shown separately are other racial/ethnic groups and types of family structures. Parents of ungraded students or children who were home schooled were not included in this analysis. See the supplemental note to this indicator for a detailed discussion of school activities.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), 1996 (Parent and Family Involvement in Education component).

Note to Indicator 49: Format of NHES survey questions and description of school activities in which parents participate

This analysis presents data on parent involvement in children's school activities and the practices that schools use to promote parent involvement. All data describe parents of children enrolled in preprimary, elementary, and secondary schools unless otherwise noted.

Format of NHES survey questions

The majority of questions from the Parent and Family Involvement in Education component of the National Household Education Survey (NHES), 1996 were administered to parents with children in preprimary through grade 12. Some questions were asked only of parents with students in grades 1–12, while other questions were asked only of parents with students in grades 9–12. These questions are noted as such on the tables. While all data presented in this analysis refer to the children enrolled in school, the most knowledgeable parents of these children actually reported the data for this analysis.

Two formats were used for the questions on school practices: 1) a dichotomous (yes/no) format (e.g., "Has the school called you on the phone?") in which parents could respond if a school had used a particular practice, and 2) a scale in which parents could express their level of satisfaction with a particular school practice (e.g., "How well would you say your child's school makes you aware of chances to volunteer at the school?"). In this analysis, questions which were asked in the dichotomous format are presented as the percentage of parents who responded "yes" to that question. All questions using the scale format are presented as the percentage of parents who answered "does very well," on a scale of "does very well," "does just o.k.," and "does not do at all."

Description of school activities in which parents participate

Schools use several practices to promote parent involvement in children's school activities. The list below describes the school activities in which parents were asked to report their participation:

Attended a general meeting: Includes general school meetings such as back-to-school nights or parent-teacher organization meetings.

Attended a regularly scheduled meeting: Includes school meetings such as parent-teacher conferences.

Attended school event: Includes events such as class plays, science fairs, and sporting events.

Acted as a volunteer or served on a school committee: Includes any volunteer work parents perform at their child's school.

SOURCE: U. S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), 1996 (Parent and Family Involvement in Education component).

Table 50-1 Total and full-time-equivalent (FTE) enrollment in higher education, by control and type of institution: Fall 1972–95

Fall of year	All institutions	Public 4-year	Public 2-year	Private 4-year	Private 2-year
			Total enrollment		
1972	9,214,820	4,429,696	2,640,939	2,028,938	115,247
1973	9,602,123	4,529,895	2,889,621	2,060,128	122,479
1974	10,223,729	4,703,018	3,285,482	2,116,717	118,512
1975	11,184,859	4,998,142	3,836,366	2,216,598	133,753
1976	11,012,137	4,901,691	3,751,786	2,227,125	131,535
1977	11,285,787	4,945,224	3,901,769	2,297,621	141,173
1978	11,260,092	4,912,203	3,873,690	2,319,422	154,777
1979	11,569,899	4,980,012	4,056,810	2,373,221	159,856
1980	12,096,895	5,128,612	4,328,782	2,441,996	197,505
1981	12,371,672	5,166,324	4,480,708	2,489,137	235,503
1982	12,425,780	5,176,434	4,519,653	2,477,640	252,053
1983	12,464,661	5,223,404	4,459,330	2,517,791	264,136
1984	12,241,940	5,198,273	4,279,097	2,512,894	251,676
1985	12,247,055	5,209,540	4,269,733	2,506,438	261,344
1986	12,503,511	5,300,202	4,413,691	2,523,761	265,857
1987	12,766,642	5,432,200	4,541,054	2,558,220	235,168
1988	13,055,337	5,545,901	4,615,487	2,634,281	259,668
1989	13,538,560	5,694,303	4,883,660	2,693,368	267,229
1990	13,818,637	5,848,242	4,996,475	2,730,312	243,608
1991	14,358,953	5,904,748	5,404,815	2,802,305	247,085
1992	[1]14,487,359	5,900,012	5,484,555	[1]2,864,957	237,835
1993	14,304,803	5,851,760	5,337,328	2,887,176	228,539
1994	14,278,790	5,825,213	5,308,467	2,923,867	221,243
1995[2]	14,261,781	5,814,545	5,277,829	2,954,707	214,700
			Full-time-equivalent (FTE) enrollment		
1972	7,253,712	3,706,238	1,746,613	1,700,554	100,308
1973	7,453,467	3,721,035	1,908,533	1,718,191	105,708
1974	7,805,454	3,847,542	2,097,257	1,758,706	101,949
1975	8,479,688	4,056,500	2,465,810	1,843,903	113,475
1976	8,312,502	3,998,450	2,351,453	1,849,551	113,048
1977	8,415,339	4,039,071	2,357,405	1,896,005	122,858
1978	8,348,482	3,996,126	2,283,073	1,936,231	133,052
1979	8,487,317	4,059,304	2,333,313	1,956,768	137,932
1980	8,819,013	4,158,267	2,484,027	2,003,105	173,614
1981	9,014,521	4,208,506	2,572,794	2,041,341	191,880
1982	9,091,648	4,220,648	2,629,941	2,028,275	212,784
1983	9,166,398	4,265,807	2,615,672	2,059,415	225,504
1984	8,951,695	4,237,895	2,446,769	2,054,816	212,215
1985	8,943,433	4,239,622	2,428,159	2,054,717	220,935
1986	9,064,165	4,295,494	2,482,551	2,064,831	221,291
1987	9,229,736	4,395,728	2,541,961	2,090,776	201,269
1988	9,464,271	4,505,774	2,591,131	2,158,372	208,994
1989	9,780,881	4,619,828	2,751,762	2,193,774	215,517
1990	9,983,436	4,740,049	2,817,933	2,227,959	197,495
1991	10,360,606	4,795,704	3,067,141	2,285,750	212,011
1992	[1]10,436,776	4,797,884	3,113,817	[1]2,331,495	193,580
1993	10,351,415	4,765,983	3,046,411	2,354,938	184,083
1994	10,348,072	4,749,524	3,034,872	2,387,817	175,859
1995[2]	10,334,956	4,757,223	2,994,592	2,415,621	167,520

[1] Revised from previously published figures.

[2] Preliminary data.

NOTE: Increases in enrollments in private 2-year institutions during 1980 and 1981 reflect the addition of schools accredited by the National Association of Trade and Technical Schools. Due to a revision in data compilation procedures, FTE figures for 1986 and later years are not directly comparable to data for earlier years.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1997*, tables 170 and 196 (based on the IPEDS/HEGIS "Fall Enrollment" surveys).

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Table 50-2 Index of total and full-time-equivalent (FTE) enrollment (1981=100) in higher education, by control and type of institution: Fall 1972–95

Fall of year	All institutions	Public 4-year	Public 2-year	Private 4-year	Private 2-year
			Total enrollment		
1972	74.5	85.7	58.9	81.5	48.9
1973	77.6	87.7	64.5	82.8	52.0
1974	82.6	91.0	73.3	85.0	50.3
1975	90.4	96.7	85.6	89.1	56.8
1976	89.0	94.9	83.7	89.5	55.9
1977	91.2	95.7	87.1	92.3	59.9
1978	91.0	95.1	86.5	93.2	65.7
1979	93.5	96.4	90.5	95.3	67.9
1980	97.8	99.3	96.6	98.1	83.9
1981	100.0	100.0	100.0	100.0	100.0
1982	100.4	100.2	100.9	99.5	107.0
1983	100.8	101.1	99.5	101.2	112.2
1984	99.0	100.6	95.5	101.0	106.9
1985	99.0	100.8	95.3	100.7	111.0
1986	101.1	102.6	98.5	101.4	112.9
1987	103.2	105.1	101.3	102.8	99.9
1988	105.5	107.3	103.0	105.8	110.3
1989	109.4	110.2	109.0	108.2	113.5
1990	111.7	113.2	111.5	109.7	103.4
1991	116.1	114.3	120.6	112.6	104.9
1992	117.1	114.2	122.4	115.1	101.0
1993	115.6	113.3	119.1	116.0	97.0
1994	115.4	112.8	118.5	117.5	93.9
1995*	115.3	112.5	117.8	118.7	91.2
			Full-time-equivalent (FTE) enrollment		
1972	80.5	88.1	67.9	83.3	52.3
1973	82.7	88.4	74.2	84.2	55.1
1974	86.6	91.4	81.5	86.2	53.1
1975	94.1	96.4	95.8	90.3	59.1
1976	92.2	95.0	91.4	90.6	58.9
1977	93.4	96.0	91.6	92.9	64.0
1978	92.6	95.0	88.7	94.9	69.3
1979	94.2	96.5	90.7	95.9	71.9
1980	97.8	98.8	96.5	98.1	90.5
1981	100.0	100.0	100.0	100.0	100.0
1982	100.9	100.3	102.2	99.4	110.9
1983	101.7	101.4	101.7	100.9	117.5
1984	99.3	100.7	95.1	100.7	110.6
1985	99.2	100.7	94.4	100.7	115.1
1986	100.6	102.1	96.5	101.2	115.3
1987	102.4	104.4	98.8	102.4	104.9
1988	105.0	107.1	100.7	105.7	108.9
1989	108.5	109.8	107.0	107.5	112.3
1990	110.7	112.6	109.5	109.1	102.9
1991	114.9	114.0	119.2	112.0	110.5
1992	115.8	114.0	121.0	114.2	100.9
1993	114.8	113.2	118.4	115.4	95.9
1994	114.8	112.9	118.0	117.0	91.7
1995*	114.6	113.0	116.4	118.3	87.3

* Preliminary data.

NOTE: Increases in enrollments in private 2-year institutions during 1980 and 1981 reflect the addition of schools accredited by the National Association of Trade and Technical Schools. Due to a revision in data compilation procedures, FTE figures for 1986 and later years are not directly comparable to data for earlier years.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1997*, tables 170 and 196 (based on the IPEDS/HEGIS "Fall Enrollment" surveys).

Table 50-3 Percentage distribution of total and full-time-equivalent (FTE) enrollment in higher education, by control and type of institution: Fall 1972–95

Fall of year	All institutions	Public 4-year	Public 2-year	Private 4-year	Private 2-year
			Total enrollment		
1972	100.0	48.1	28.7	22.0	1.3
1973	100.0	47.2	30.1	21.5	1.3
1974	100.0	46.0	32.1	20.7	1.2
1975	100.0	44.7	34.3	19.8	1.2
1976	100.0	44.5	34.1	20.2	1.2
1977	100.0	43.8	34.6	20.4	1.3
1978	100.0	43.6	34.4	20.6	1.4
1979	100.0	43.0	35.1	20.5	1.4
1980	100.0	42.4	35.8	20.2	1.6
1981	100.0	41.8	36.2	20.1	1.9
1982	100.0	41.7	36.4	19.9	2.0
1983	100.0	41.9	35.8	20.2	2.1
1984	100.0	42.5	35.0	20.5	2.1
1985	100.0	42.5	34.9	20.5	2.1
1986	100.0	42.4	35.3	20.2	2.1
1987	100.0	42.5	35.6	20.0	1.8
1988	100.0	42.5	35.4	20.2	2.0
1989	100.0	42.1	36.1	19.9	2.0
1990	100.0	42.3	36.2	19.8	1.8
1991	100.0	41.1	37.6	19.5	1.7
1992	100.0	40.7	37.9	19.8	1.6
1993	100.0	40.9	37.3	20.2	1.6
1994	100.0	40.8	37.2	20.5	1.5
1995*	100.0	40.8	37.0	20.7	1.5
			Full-time-equivalent (FTE) enrollment		
1972	100.0	51.1	24.1	23.4	1.4
1973	100.0	49.9	25.6	23.1	1.4
1974	100.0	49.3	26.9	22.5	1.3
1975	100.0	47.8	29.1	21.7	1.3
1976	100.0	48.1	28.3	22.3	1.4
1977	100.0	48.0	28.0	22.5	1.5
1978	100.0	47.9	27.3	23.2	1.6
1979	100.0	47.8	27.5	23.1	1.6
1980	100.0	47.2	28.2	22.7	2.0
1981	100.0	46.7	28.5	22.6	2.1
1982	100.0	46.4	28.9	22.3	2.3
1983	100.0	46.5	28.5	22.5	2.5
1984	100.0	47.3	27.3	23.0	2.4
1985	100.0	47.4	27.2	23.0	2.5
1986	100.0	47.4	27.4	22.8	2.4
1987	100.0	47.6	27.5	22.7	2.2
1988	100.0	47.6	27.4	22.8	2.2
1989	100.0	47.2	28.1	22.4	2.2
1990	100.0	47.5	28.2	22.3	2.0
1991	100.0	46.3	29.6	22.1	2.0
1992	100.0	46.0	29.8	22.3	1.9
1993	100.0	46.0	29.4	22.7	1.8
1994	100.0	45.9	29.3	23.1	1.7
1995*	100.0	46.0	29.0	23.4	1.6

* Preliminary data.

NOTE: Increases in enrollments in private 2-year institutions during 1980 and 1981 reflect the addition of schools accredited by the National Association of Trade and Technical Schools. Due to a revision in data compilation procedures, FTE figures for 1986 and later years are not directly comparable to data for earlier years.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1997*, tables 170 and 196 (based on the IPEDS/HEGIS "Fall Enrollment" surveys).

Table 51-1 Total enrollment in institutions of higher education, by control and type of institution and race/ethnicity of student: Fall 1976–95

Control and type of institution and race/ethnicity of student	1976	1978	1980	1982	1984	1986	1988	1990	1991	1992	1993	1994	1995[1]
	Number (in thousands)												
All institutions	**10,986**	**11,231**	**12,087**	**12,388**	**12,233**	**12,504**	**13,043**	**13,819**	**14,359**	**14,487**	**14,305**	**14,279**	**14,262**
U.S. residents[2]													
White	9,076	9,194	9,833	9,997	9,815	9,921	10,283	10,722	10,990	10,875	10,600	10,427	10,311
Total minority	1,691	1,785	1,949	2,059	2,084	2,238	2,399	2,705	2,953	3,164	3,248	3,396	3,496
Black	1,033	1,054	1,107	1,101	1,076	1,082	1,130	1,247	1,335	1,393	1,413	1,449	1,474
Hispanic	384	417	472	519	535	618	680	782	867	955	989	1,046	1,094
Asian/Pacific Islander	198	235	286	351	390	448	497	572	637	697	724	774	797
American Indian/Alaskan Native	76	78	84	88	84	90	93	103	114	119	122	127	131
Nonresident alien	219	253	305	331	335	345	361	391	416	448	457	456	454
Public institutions	**8,641**	**8,770**	**9,456**	**9,695**	**9,458**	**9,714**	**10,156**	**10,845**	**11,310**	**11,385**	**11,189**	**11,134**	**11,092**
U.S. residents[2]													
White	7,095	7,136	7,656	7,785	7,543	7,654	7,964	8,386	8,622	8,493	8,227	8,056	7,945
Total minority	1,401	1,466	1,596	1,692	1,696	1,836	1,955	2,199	2,412	2,592	2,658	2,776	2,850
Black	831	840	876	873	844	854	881	976	1,053	1,101	1,114	1,145	1,161
Hispanic	337	363	406	446	456	532	587	672	742	822	851	899	937
Asian/Pacific Islander	166	195	240	296	323	371	406	461	516	566	586	622	638
American Indian/Alaskan Native	68	68	74	77	72	79	81	90	100	103	106	111	114
Nonresident alien	145	167	204	219	219	224	238	260	275	300	304	301	297
Private institutions	**2,345**	**2,461**	**2,630**	**2,693**	**2,777**	**2,790**	**2,887**	**2,974**	**3,049**	**3,103**	**3,116**	**3,145**	**3,169**
U.S. residents[2]													
White	1,982	2,058	2,177	2,212	2,272	2,267	2,319	2,338	2,368	2,383	2,373	2,371	2,366
Total minority	290	319	353	368	389	403	444	506	541	572	590	620	647
Black	202	215	231	228	232	228	248	271	282	292	298	304	313
Hispanic	47	55	66	74	79	86	93	111	125	133	138	147	157
Asian/Pacific Islander	32	40	47	55	67	77	91	112	121	131	138	152	159
American Indian/Alaskan Native	9	9	10	10	11	11	11	13	14	16	15	17	17
Nonresident alien	73	85	101	113	116	120	123	132	141	148	153	155	157
All 4-year institutions	**7,107**	**7,203**	**7,565**	**7,648**	**7,706**	**7,824**	**8,175**	**8,579**	**8,707**	**8,765**	**8,739**	**8,749**	**8,769**
U.S. residents[2]													
White	5,999	6,027	6,275	6,306	6,300	6,337	6,582	6,768	6,791	6,744	6,639	6,565	6,517
Total minority	931	975	1,050	1,073	1,124	1,195	1,292	1,486	1,573	1,664	1,734	1,819	1,886
Black	604	612	634	612	617	615	656	723	758	791	814	834	852
Hispanic	174	190	217	229	246	278	296	358	383	410	432	463	485
Asian/Pacific Islander	119	138	162	193	223	262	297	357	381	408	429	462	482
American Indian/Alaskan Native	35	35	37	39	38	40	42	48	51	55	59	61	66
Nonresident alien	177	201	241	270	282	292	302	324	343	357	366	365	366
Public 4-year institutions	**4,893**	**4,896**	**5,128**	**5,176**	**5,196**	**5,300**	**5,544**	**5,848**	**5,905**	**5,900**	**5,852**	**5,825**	**5,815**
U.S. residents[2]													
White	4,120	4,085	4,243	4,258	4,230	4,275	4,455	4,606	4,597	4,532	4,433	4,355	4,303
Total minority	667	691	741	756	796	850	908	1,046	1,102	1,156	1,202	1,257	1,299
Black	422	425	438	421	427	424	449	495	516	536	548	561	572
Hispanic	129	140	156	164	179	206	216	263	279	295	312	333	347
Asian/Pacific Islander	88	99	117	140	160	188	210	251	266	282	297	315	329
American Indian/Alaskan Native	28	27	29	31	30	32	33	38	41	43	46	48	51
Nonresident alien	106	120	144	161	170	176	181	196	206	213	217	213	212

Table 51-1 Total enrollment in institutions of higher education, by control and type of institution and race/ethnicity of student: Fall 1976–95—Continued

Control and type of institution and race/ethnicity of student	1976	1978	1980	1982	1984	1986	1988	1990	1991	1992	1993	1994	1995[1]
							Number (in thousands)						
Private 4-year institutions	**2,214**	**2,306**	**2,438**	**2,473**	**2,510**	**2,524**	**2,631**	**2,730**	**2,802**	**2,865**	**2,887**	**2,924**	**2,955**
U.S. residents[2]													
White	1,879	1,942	2,032	2,048	2,071	2,062	2,127	2,163	2,194	2,213	2,207	2,210	2,214
Total minority	264	283	309	317	328	345	384	440	472	508	531	562	586
Black	182	187	196	192	190	191	208	228	242	256	266	272	280
Hispanic	44	50	60	65	67	73	80	96	104	115	120	130	139
Asian/Pacific Islander	31	39	45	53	62	74	87	107	115	126	133	147	153
American Indian/Alaskan Native	7	8	8	8	8	8	9	10	11	12	13	14	15
Nonresident alien	71	81	97	108	112	117	120	128	137	144	149	151	154
All 2-year institutions	**3,879**	**4,028**	**4,521**	**4,740**	**4,527**	**4,680**	**4,868**	**5,240**	**5,652**	**5,722**	**5,566**	**5,530**	**5,493**
U.S. residents[2]													
White	3,077	3,167	3,558	3,692	3,514	3,584	3,702	3,954	4,199	4,131	3,961	3,862	3,794
Total minority	760	810	899	987	960	1,043	1,107	1,219	1,380	1,501	1,514	1,577	1,610
Black	429	443	472	489	459	467	473	524	578	602	599	615	621
Hispanic	210	227	255	291	289	340	384	424	484	545	557	583	608
Asian/Pacific Islander	79	97	124	158	167	186	199	215	256	289	295	313	315
American Indian/Alaskan Native	41	43	47	49	45	51	50	55	63	64	63	66	66
Nonresident alien	42	52	64	61	52	53	60	67	74	91	91	91	88
Public 2-year institutions	**3,748**	**3,874**	**4,329**	**4,520**	**4,260**	**4,414**	**4,612**	**4,997**	**5,405**	**5,485**	**5,337**	**5,308**	**5,278**
U.S. residents[2]													
White	2,974	3,051	3,413	3,527	3,313	3,379	3,509	3,780	4,025	3,961	3,794	3,701	3,642
Total minority	735	775	855	936	899	986	1,047	1,153	1,310	1,436	1,456	1,519	1,550
Black	410	415	438	452	417	430	433	481	537	565	566	583	588
Hispanic	208	222	250	282	277	326	371	409	463	527	540	566	590
Asian/Pacific Islander	78	96	123	155	162	183	196	210	250	284	290	307	309
American Indian/Alaskan Native	39	41	45	46	42	47	48	52	60	60	60	63	63
Nonresident alien	39	48	60	57	49	49	56	64	70	87	88	88	86
Private 2-year institutions	**131**	**155**	**193**	**220**	**266**	**266**	**256**	**244**	**247**	**238**	**229**	**221**	**215**
U.S. residents[2]													
White	103	116	145	165	202	205	193	175	174	170	167	160	152
Total minority	25	35	44	51	61	57	60	66	69	64	58	57	60
Black	20	28	35	37	41	37	41	43	40	37	33	32	33
Hispanic	3	5	5	9	12	14	13	15	20	18	17	17	18
Asian/Pacific Islander	1	1	2	3	5	4	4	5	6	6	5	6	6
American Indian/Alaskan Native	2	2	2	3	4	3	3	3	3	4	3	3	3
Nonresident alien	3	4	4	4	4	4	3	4	4	4	4	4	3

[1] Estimates based on preliminary data.

[2] Includes U.S. citizens and resident aliens.

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1997*, table 202 (based on IPEDS/HEGIS "Fall Enrollment" surveys).

Table 51-2 Percentage distribution of total enrollment in institutions of higher education, by control and type of institution and race/ethnicity of student: Fall 1976–95

Control and type of institution and race/ethnicity of student	1976	1978	1980	1982	1984	1986	1988	1990	1991	1992	1993	1994	1995[1]
All institutions	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
U.S. residents[2]													
White	82.6	81.9	81.4	80.7	80.2	79.3	78.8	77.6	76.5	75.1	74.1	73.0	72.3
Total minority	15.4	15.9	16.1	16.6	17.0	17.9	18.4	19.6	20.6	21.8	22.7	23.8	24.5
Black	9.4	9.4	9.2	8.9	8.8	8.7	8.7	9.0	9.3	9.6	9.9	10.1	10.3
Hispanic	3.5	3.7	3.9	4.2	4.4	4.9	5.2	5.7	6.0	6.6	6.9	7.3	7.7
Asian/Pacific Islander	1.8	2.1	2.4	2.8	3.2	3.6	3.8	4.1	4.4	4.8	5.1	5.4	5.6
American Indian/Alaskan Native	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.8	0.8	0.9	0.9	0.9
Nonresident alien	2.0	2.3	2.5	2.7	2.7	2.8	2.8	2.8	2.9	3.1	3.2	3.2	3.2
Public institutions	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
U.S. residents[2]													
White	82.1	81.4	81.0	80.3	79.8	78.8	78.4	77.3	76.2	74.6	73.5	72.4	71.6
Total minority	16.2	16.7	16.9	17.5	17.9	18.9	19.2	20.3	21.3	22.8	23.8	24.9	25.7
Black	9.6	9.6	9.3	9.0	8.9	8.8	8.7	9.0	9.3	9.7	10.0	10.3	10.5
Hispanic	3.9	4.1	4.3	4.6	4.8	5.5	5.8	6.2	6.6	7.2	7.6	8.1	8.4
Asian/Pacific Islander	1.9	2.2	2.5	3.1	3.4	3.8	4.0	4.3	4.6	5.0	5.2	5.6	5.8
American Indian/Alaskan Native	0.8	0.8	0.8	0.8	0.8	0.8	0.8	0.8	0.9	0.9	1.0	1.0	1.0
Nonresident alien	1.7	1.9	2.2	2.3	2.3	2.3	2.3	2.4	2.4	2.6	2.7	2.7	2.7
Private institutions	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
U.S. residents[2]													
White	84.5	83.6	82.8	82.1	81.8	81.3	80.3	78.6	77.6	76.8	76.2	75.4	74.6
Total minority	12.4	13.0	13.4	13.7	14.0	14.4	15.4	17.0	17.7	18.4	18.9	19.7	20.4
Black	8.6	8.7	8.8	8.5	8.4	8.2	8.6	9.1	9.2	9.4	9.6	9.7	9.9
Hispanic	2.0	2.2	2.5	2.7	2.8	3.1	3.2	3.7	4.1	4.3	4.4	4.7	4.9
Asian/Pacific Islander	1.4	1.6	1.8	2.0	2.4	2.8	3.2	3.8	4.0	4.2	4.4	4.8	5.0
American Indian/Alaskan Native	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.5	0.5	0.5	0.6
Nonresident alien	3.1	3.5	3.8	4.2	4.2	4.3	4.3	4.4	4.6	4.8	4.9	4.9	5.0
All 4-year institutions	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
U.S. residents[2]													
White	84.4	83.7	82.9	82.5	81.8	81.0	80.5	78.9	78.0	76.9	76.0	75.0	74.3
Total minority	13.1	13.5	13.9	14.0	14.6	15.3	15.8	17.3	18.1	19.0	19.8	20.8	21.5
Black	8.5	8.5	8.4	8.0	8.0	7.9	8.0	8.4	8.7	9.0	9.3	9.5	9.7
Hispanic	2.4	2.6	2.9	3.0	3.2	3.6	3.6	4.2	4.4	4.7	4.9	5.3	5.5
Asian/Pacific Islander	1.7	1.9	2.1	2.5	2.9	3.3	3.6	4.2	4.4	4.6	4.9	5.3	5.5
American Indian/Alaskan Native	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.6	0.6	0.6	0.7	0.7	0.7
Nonresident alien	2.5	2.8	3.2	3.5	3.7	3.7	3.7	3.8	3.9	4.1	4.2	4.2	4.2
Public 4-year institutions	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
U.S. residents[2]													
White	84.2	83.4	82.7	82.3	81.4	80.7	80.4	78.8	77.9	76.8	75.8	74.8	74.0
Total minority	13.6	14.1	14.5	14.6	15.3	16.0	16.4	17.9	18.7	19.6	20.5	21.6	22.3
Black	8.6	8.7	8.5	8.1	8.2	8.0	8.1	8.5	8.7	9.1	9.4	9.6	9.8
Hispanic	2.6	2.9	3.0	3.2	3.4	3.9	3.9	4.5	4.7	5.0	5.3	5.7	6.0
Asian/Pacific Islander	1.8	2.0	2.3	2.7	3.1	3.5	3.8	4.3	4.5	4.8	5.1	5.4	5.7
American Indian/Alaskan Native	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.7	0.7	0.8	0.8	0.9
Nonresident alien	2.2	2.5	2.8	3.1	3.3	3.3	3.3	3.4	3.5	3.6	3.7	3.7	3.6

Table 51-2 Percentage distribution of total enrollment in institutions of higher education, by control and type of institution and race/ethnicity of student: Fall 1976–95—Continued

Control and type of institution and race/ethnicity of student	1976	1978	1980	1982	1984	1986	1988	1990	1991	1992	1993	1994	1995[1]
Private 4-year institutions	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
U.S. residents[2]													
White	84.9	84.2	83.3	82.8	82.5	81.7	80.8	79.2	78.3	77.2	76.4	75.6	74.9
Total minority	11.9	12.3	12.7	12.8	13.1	13.7	14.6	16.1	16.8	17.7	18.4	19.2	19.8
Black	8.2	8.1	8.0	7.8	7.6	7.6	7.9	8.4	8.6	8.9	9.2	9.3	9.5
Hispanic	2.0	2.2	2.5	2.6	2.7	2.9	3.0	3.5	3.7	4.0	4.2	4.5	4.7
Asian/Pacific Islander	1.4	1.7	1.8	2.1	2.5	2.9	3.3	3.9	4.1	4.4	4.6	5.0	5.2
American Indian/Alaskan Native	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.4	0.4	0.4	0.4	0.5	0.5
Nonresident alien	3.2	3.5	4.0	4.4	4.5	4.6	4.6	4.7	4.9	5.0	5.2	5.2	5.2
All 2-year institutions	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
U.S. residents[2]													
White	79.3	78.6	78.7	77.9	77.6	76.6	76.0	75.5	74.3	72.2	71.2	69.8	69.1
Total minority	19.6	20.1	19.9	20.8	21.2	22.3	22.7	23.3	24.4	26.2	27.2	28.5	29.3
Black	11.1	11.0	10.4	10.3	10.1	10.0	9.7	10.0	10.2	10.5	10.8	11.1	11.3
Hispanic	5.4	5.6	5.6	6.1	6.4	7.3	7.9	8.1	8.6	9.5	10.0	10.5	11.1
Asian/Pacific Islander	2.0	2.4	2.8	3.3	3.7	4.0	4.1	4.1	4.5	5.1	5.3	5.7	5.7
American Indian/Alaskan Native	1.1	1.1	1.0	1.0	1.0	1.1	1.0	1.0	1.1	1.1	1.1	1.2	1.2
Nonresident alien	1.1	1.3	1.4	1.3	1.2	1.1	1.2	1.3	1.3	1.6	1.6	1.7	1.6
Public 2-year institutions	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
U.S. residents[2]													
White	79.3	78.8	78.8	78.0	77.8	76.6	76.1	75.6	74.5	72.2	71.1	69.7	69.0
Total minority	19.6	20.0	19.8	20.7	21.1	22.3	22.7	23.1	24.2	26.2	27.3	28.6	29.4
Black	10.9	10.7	10.1	10.0	9.8	9.7	9.4	9.6	9.9	10.3	10.6	11.0	11.1
Hispanic	5.5	5.7	5.8	6.2	6.5	7.4	8.0	8.2	8.6	9.6	10.1	10.7	11.2
Asian/Pacific Islander	2.1	2.5	2.8	3.4	3.8	4.1	4.2	4.2	4.6	5.2	5.4	5.8	5.8
American Indian/Alaskan Native	1.0	1.1	1.0	1.0	1.0	1.1	1.0	1.0	1.1	1.1	1.1	1.2	1.2
Nonresident alien	1.0	1.2	1.4	1.3	1.2	1.1	1.2	1.3	1.3	1.6	1.6	1.7	1.6
Private 2-year institutions	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
U.S. residents[2]													
White	78.6	74.8	75.1	75.0	75.9	77.1	75.4	71.7	70.4	71.5	73.0	72.5	70.8
Total minority	19.1	22.6	22.8	23.2	22.9	21.4	23.4	27.0	28.0	27.0	25.4	25.9	28.0
Black	15.3	18.1	18.1	16.8	15.4	13.9	16.0	17.6	16.4	15.4	14.4	14.4	15.5
Hispanic	2.3	3.2	2.6	4.1	4.5	5.3	5.1	6.1	8.2	7.5	7.5	7.6	8.4
Asian/Pacific Islander	0.8	0.6	1.0	1.4	1.9	1.5	1.6	2.0	2.3	2.3	2.4	2.6	2.9
American Indian/Alaskan Native	1.5	1.3	1.0	1.4	1.5	1.1	1.2	1.2	1.2	1.7	1.2	1.3	1.2
Nonresident alien	2.3	2.6	2.1	1.8	1.5	1.5	1.2	1.6	1.5	1.6	1.6	1.6	1.2

[1] Estimates based on preliminary data.

[2] Includes U.S. citizens and resident aliens.

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1997*, table 202 (based on the IPEDS/HEGIS "Fall Enrollment" surveys).

Table 51-3 Percentage distribution of nonresident alien enrollment in institutions of higher education, by control and type of institution: Fall 1976–95

Control and type of institution	1976	1978	1980	1982	1984	1986	1988	1990	1991	1992	1993	1994	1995*
Total institutions	**2.0**	**2.3**	**2.5**	**2.7**	**2.7**	**2.8**	**2.8**	**2.8**	**2.9**	**3.1**	**3.2**	**3.2**	**3.2**
Public	1.7	1.9	2.2	2.3	2.3	2.3	2.3	2.4	2.4	2.6	2.7	2.7	2.7
Private	3.1	3.5	3.8	4.2	4.2	4.3	4.3	4.4	4.6	4.8	4.9	4.9	5.0
4-year institutions	2.5	2.8	3.2	3.5	3.7	3.7	3.7	3.8	3.9	4.1	4.2	4.2	4.2
Public	2.2	2.5	2.8	3.1	3.3	3.3	3.3	3.4	3.5	3.6	3.7	3.7	3.6
Private	3.2	3.5	4.0	4.4	4.5	4.6	4.6	4.7	4.9	5.0	5.2	5.2	5.2
2-year institutions	1.1	1.1	1.0	1.0	1.0	1.1	1.0	1.0	1.1	1.1	1.1	1.2	1.2
Public	1.0	1.2	1.4	1.3	1.2	1.1	1.2	1.3	1.3	1.6	1.6	1.7	1.6
Private	2.3	2.6	2.1	1.8	1.5	1.5	1.2	1.6	1.5	1.6	1.6	1.6	1.2

* Estimates based on preliminary data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1997*, table 202 (based on the IPEDS/HEGIS "Fall Enrollment" surveys).

Table 52-1 Percentage distribution of undergraduates who worked, by the number of hours worked while enrolled, the average number of hours worked, and selected student and institutional characteristics: 1995–96

Selected student and institutional characteristics	Did not work	1–15 hours	16–20 hours	21–34 hours	35 or more hours	Average number of hours
Total	**21.2**	**13.2**	**12.4**	**16.7**	**36.4**	**30.3**
			Students who worked to pay school expenses			
Total	—	**25.3**	**21.8**	**27.0**	**26.0**	**25.1**
Attendance status in 1995–96						
Exclusively full time	—	31.4	22.9	27.0	18.7	22.8
Mixed full time/part time	—	20.9	23.8	27.8	27.5	25.9
Exclusively part time	—	14.2	15.7	25.7	44.5	30.3
Type of institution						
Less-than-2-year	—	14.4	22.6	34.4	28.5	26.7
2-year	—	14.0	19.5	29.0	37.5	29.0
4-year	—	34.0	23.5	24.7	17.8	22.3
Degree program						
Certificate	—	18.0	21.8	26.7	33.6	27.8
Associate degree	—	15.2	20.0	30.1	34.8	28.2
Bachelor's degree	—	34.3	23.5	24.9	17.4	22.2
Nondegree program	—	11.0	8.8	23.0	57.2	32.1
			Employees who took classes			
Total	—	**3.5**	**5.8**	**11.8**	**78.9**	**38.7**
Attendance status in 1995–96						
Exclusively full time	—	7.3	12.1	21.3	59.3	34.2
Mixed full time/part time	—	4.6	10.3	13.4	71.7	36.9
Exclusively part time	—	2.2	3.2	8.9	85.7	40.3
Type of institution						
Less-than-2-year	—	5.0	10.9	21.1	63.0	35.3
2-year	—	2.7	5.5	11.5	80.3	38.9
4-year	—	4.9	5.5	11.6	78.1	38.8
Degree program						
Certificate	—	4.3	6.0	15.4	74.2	37.7
Associate degree	—	2.8	6.2	11.6	79.3	38.8
Bachelor's degree	—	5.5	5.5	12.4	76.7	38.4
Nondegree program	—	1.3	3.6	3.9	91.1	41.0

— Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 National Postsecondary Student Aid Study (NPSAS:96).

Table 52-2 Percentage distribution of undergraduates who worked, by how they identified their work and school role and selected student and institutional characteristics: 1995–96

Selected student and institutional characteristics	Total	Students who worked to pay school expenses	Employees who took classes
Total	**100.0**	**63.2**	**36.8**
Age as of 12/31/95			
19 or younger	100.0	86.2	13.8
20–23	100.0	84.1	15.9
24–29	100.0	51.6	48.4
30–39	100.0	33.3	66.7
40 or older	100.0	19.6	80.4
Attendance status in 1995–96			
Exclusively full time	100.0	83.1	17.0
Mixed full time/part time	100.0	77.2	22.8
Exclusively part time	100.0	33.3	66.7
Type of institution			
Less-than-2-year	100.0	51.1	48.9
2-year	100.0	50.5	49.5
4-year	100.0	76.4	23.6
Degree program			
Certificate	100.0	47.0	53.0
Associate degree	100.0	55.6	44.5
Bachelor's degree	100.0	79.8	20.2
Nondegree program	100.0	25.1	74.9

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 National Postsecondary Student Aid Study (NPSAS:96).

Table 53-1 Percentage distribution of public school expenditures, by function and selected district characteristics: School year 1993–94

Selected district characteristics	Percentage distribution	Total	Instruction	Support services	Capital outlay	Other
Median household income						
Less than $20,000	17.9	100.0	54.2	31.0	7.2	7.6
20,000–24,999	26.0	100.0	54.1	30.0	8.0	7.9
25,000–29,999	19.4	100.0	54.7	29.1	8.7	7.6
30,000–34,999	11.8	100.0	53.7	30.2	8.9	7.1
35,000 or more	24.9	100.0	54.2	30.9	8.6	6.3
Percentage of school-age children in poverty						
0–5	15.3	100.0	54.5	31.2	8.0	6.3
6–20	53.6	100.0	53.8	29.9	9.4	6.8
21–40	25.7	100.0	54.8	29.8	7.4	8.0
41 or more	5.4	100.0	53.4	32.6	6.5	7.5
Percentage of limited-English-proficient school-age children						
None	40.9	100.0	54.2	29.1	7.6	9.1
1–4	55.4	100.0	54.0	30.6	8.6	6.8
5 or more	3.7	100.0	55.4	28.4	8.3	7.9
Percentage of minority school-age children						
Less than 5	61.6	100.0	55.0	29.0	8.0	8.0
5–19	21.1	100.0	53.8	30.2	9.8	6.2
20–49	12.3	100.0	53.2	31.2	8.9	6.7
50 or more	5.0	100.0	55.2	30.0	6.5	8.3

NOTE: Details may not add to totals due to rounding. The categories for median household income are based on 1990 Census data and are adjusted to 1993–94 constant dollars. See the glossary for definitions of specific expenditure functions. The number of pupils for a given school year includes those students enrolled in school as of October 1 of that school year. The Consumer Price Index (CPI) was used to adjust expenditures to 1997 constant dollars.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "School District Fiscal Data," 1993–94. U.S. Department of Commerce, Bureau of the Census, "1990 Census School District Special Tabulations."

Table 53-2 Public school expenditures per pupil (in 1997 constant dollars), by function and selected district characteristics: School year 1993–94

Selected district characteristics	Total	Instruction	Support services	Capital outlay	Other
Median household income					
Less than $20,000	$5,634	$3,052	$1,745	$407	$430
20,000–24,999	5,899	3,190	1,772	470	466
25,000–29,999	6,361	3,480	1,849	551	482
30,000–34,999	6,124	3,292	1,851	545	436
35,000 or more	7,027	3,806	2,174	606	441
Percentage of school-age children in poverty					
0–5	7,725	4,209	2,412	615	488
6–20	6,103	3,286	1,827	574	416
21–40	6,258	3,430	1,863	465	500
41 or more	6,138	3,277	2,003	398	459
Percentage of limited-English-proficient school-age children					
None	6,231	3,379	1,813	472	567
Less than 5	6,294	3,399	1,927	538	429
5 or more	6,669	3,695	1,892	557	526
Percentage of minority school-age children					
Less than 5	6,347	3,492	1,838	509	508
5–19	6,362	3,426	1,923	620	393
20–49	6,018	3,204	1,878	536	400
50 or more	6,847	3,779	2,054	448	565

NOTE: Details may not add to totals due to rounding. The categories for median household income are based on 1990 Census data and are adjusted to 1993–94 constant dollars. See the glossary for definitions of specific expenditure functions. The number of pupils for a given school year includes those students enrolled in school as of October 1 of that school year. The Consumer Price Index (CPI) was used to adjust expenditures to 1997 constant dollars.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "School District Fiscal Data," 1993–94. U.S. Department of Commerce, Bureau of the Census, "1990 Census School District Special Tabulations."

Table 54-1 Percentage distribution of general education revenues of institutions of higher education per full-time-equivalent (FTE) student, by revenue source and control and type of institution: Academic years ending 1977–95

Academic year ending	Total	Tuition and fees*	Federal appropriations	State and local appropriations	Federal grants and contracts	State and local grants and contracts	Private gifts	Endowment	Sales and services of educational activities
				Private universities					
1977	100.0	40.3	2.2	1.8	27.7	2.5	12.9	8.0	4.6
1978	100.0	40.6	2.0	1.6	27.4	2.2	13.4	7.7	5.1
1979	100.0	40.8	2.0	1.5	27.4	2.2	12.9	8.2	4.9
1980	100.0	40.1	1.9	1.4	27.8	2.6	12.4	8.3	5.4
1981	100.0	40.8	1.8	1.5	27.4	2.1	12.8	8.4	5.2
1982	100.0	42.5	1.7	1.4	25.6	1.9	12.7	8.7	5.3
1983	100.0	45.0	1.8	1.4	23.2	2.2	12.9	7.7	5.7
1984	100.0	44.2	1.6	1.3	22.8	2.2	13.4	8.4	6.1
1985	100.0	44.4	1.5	1.2	22.8	2.1	13.5	8.7	5.7
1986	100.0	44.2	1.4	1.2	23.2	2.2	13.6	8.6	5.7
1987	100.0	43.8	1.1	1.1	23.9	2.8	13.3	8.2	5.7
1988	100.0	44.0	1.1	1.0	22.3	3.6	13.5	8.5	6.0
1989	100.0	44.0	1.1	0.9	21.9	3.7	13.2	8.6	6.5
1990	100.0	43.9	1.1	0.9	21.9	3.7	13.4	8.6	6.4
1991	100.0	45.0	0.9	0.8	21.2	3.2	13.6	8.5	6.8
1992	100.0	45.1	0.9	0.5	21.1	3.4	13.5	8.1	7.4
1993	100.0	44.8	0.8	0.4	21.1	3.4	14.0	8.1	7.5
1994	100.0	45.0	0.8	0.4	21.6	2.6	14.1	7.9	7.7
1995	100.0	45.0	0.7	0.4	21.2	2.7	14.0	8.0	7.8
				Public universities					
1977	100.0	16.4	2.9	52.4	17.0	2.1	4.7	0.7	3.7
1978	100.0	16.3	3.0	52.5	16.7	2.1	4.8	1.0	3.5
1979	100.0	15.9	3.0	52.1	16.9	2.3	4.7	1.0	4.0
1980	100.0	15.9	2.6	51.8	17.4	2.1	5.0	1.1	4.1
1981	100.0	16.4	2.3	51.3	17.3	2.3	5.0	1.1	4.3
1982	100.0	17.6	2.1	51.4	15.8	2.2	5.3	1.1	4.4
1983	100.0	19.0	2.0	50.3	15.0	2.1	5.9	1.2	4.5
1984	100.0	19.1	2.0	50.6	14.9	1.9	5.8	1.3	4.4
1985	100.0	18.3	2.1	51.2	14.8	2.0	5.9	1.3	4.4
1986	100.0	18.6	2.1	50.5	14.8	2.0	6.2	1.4	4.4
1987	100.0	19.5	1.9	49.3	15.0	2.4	6.4	1.0	4.5
1988	100.0	19.8	1.5	48.7	15.4	2.4	6.6	1.0	4.5
1989	100.0	20.0	1.5	47.7	15.6	2.6	7.0	1.0	4.6
1990	100.0	20.3	1.4	46.8	15.6	2.9	7.3	1.0	4.6
1991	100.0	21.1	1.4	45.6	16.0	3.0	7.2	1.1	4.8
1992	100.0	22.2	1.4	42.9	16.9	2.7	7.6	1.2	5.1
1993	100.0	23.0	1.4	41.8	17.0	2.7	7.7	1.3	5.1
1994	100.0	23.8	1.3	40.7	17.6	2.9	7.6	1.2	4.9
1995	100.0	24.0	1.2	40.6	17.4	3.0	7.5	1.3	5.0

Table 54-1 Percentage distribution of general education revenues of institutions of higher education per full-time-equivalent (FTE) student, by revenue source and control and type of institution: Academic years ending 1977–95—Continued

Academic year ending	Total	Tuition and fees*	Federal appro-priations	State and local appro-priations	Federal grants and contracts	State and local grants and contracts	Private gifts	Endow-ment	Sales and services of educational activities
Private 4-year colleges									
1977	100.0	61.7	0.9	2.1	10.8	2.0	15.6	5.8	1.0
1978	100.0	62.5	1.0	2.0	10.5	2.0	15.2	5.8	1.0
1979	100.0	62.2	1.0	1.9	11.0	2.0	14.7	6.2	1.0
1980	100.0	61.0	1.0	1.9	11.5	2.3	14.5	6.6	1.1
1981	100.0	61.6	1.1	1.9	10.7	2.3	14.3	6.9	1.2
1982	100.0	63.0	0.8	1.7	9.2	2.3	14.2	7.6	1.0
1983	100.0	64.6	0.6	1.7	7.7	2.4	14.4	7.5	1.0
1984	100.0	65.0	0.5	1.7	7.7	2.4	14.2	7.4	1.1
1985	100.0	64.8	0.5	1.6	7.7	2.5	14.3	7.5	1.0
1986	100.0	64.9	0.5	1.6	7.8	2.6	14.1	7.4	1.1
1987	100.0	65.2	0.6	1.6	7.4	2.9	14.1	7.2	1.1
1988	100.0	65.5	0.5	1.6	7.4	3.1	13.4	7.3	1.1
1989	100.0	66.0	0.4	1.4	7.1	3.6	13.0	7.5	1.1
1990	100.0	66.8	0.4	1.2	7.1	3.8	12.4	7.3	1.0
1991	100.0	68.1	0.4	1.1	6.8	3.5	12.0	7.1	1.0
1992	100.0	68.9	0.4	0.8	7.0	4.1	11.5	6.5	1.0
1993	100.0	69.3	0.3	0.7	7.0	3.8	11.3	6.1	1.5
1994	100.0	69.6	0.2	0.7	7.0	4.0	11.1	5.8	1.5
1995	100.0	69.9	0.2	0.5	7.1	3.7	11.6	5.9	1.0
Public 4-year colleges									
1977	100.0	16.4	4.9	60.7	11.6	2.1	2.4	0.3	1.7
1978	100.0	16.0	4.9	61.4	10.9	2.2	2.5	0.2	1.8
1979	100.0	15.2	4.9	61.6	11.2	2.3	2.5	0.3	1.9
1980	100.0	14.9	5.0	61.5	11.3	2.2	2.6	0.3	2.1
1981	100.0	15.4	5.3	60.8	10.9	2.2	2.7	0.4	2.3
1982	100.0	16.1	4.7	61.5	9.7	2.1	2.9	0.4	2.5
1983	100.0	17.0	4.8	61.2	8.7	2.1	3.2	0.4	2.5
1984	100.0	18.2	4.7	59.8	8.5	2.3	3.3	0.4	2.7
1985	100.0	17.6	4.6	60.7	8.3	2.1	3.4	0.4	2.8
1986	100.0	17.7	4.3	60.0	8.4	2.6	3.6	0.4	3.0
1987	100.0	18.0	4.3	58.8	8.4	3.0	3.8	0.5	3.3
1988	100.0	18.4	4.3	58.4	8.3	2.9	3.7	0.5	3.5
1989	100.0	19.2	2.8	58.1	8.6	3.0	4.1	0.6	3.7
1990	100.0	19.7	4.2	55.6	8.6	3.2	4.3	0.6	3.8
1991	100.0	20.7	3.8	53.8	8.9	3.4	4.8	0.3	4.2
1992	100.0	22.4	3.6	51.3	9.4	3.7	4.9	0.6	4.1
1993	100.0	23.9	3.2	48.1	10.4	4.0	5.2	0.8	4.4
1994	100.0	24.4	3.4	46.8	10.8	4.2	5.3	0.6	4.5
1995	100.0	24.2	3.2	46.2	11.1	4.8	5.2	0.6	4.7

Table 54-1 Percentage distribution of general education revenues of institutions of higher education per full-time-equivalent (FTE) student, by revenue source and control and type of institution: Academic years ending 1977–95—Continued

Academic year ending	Total	Tuition and fees*	Federal appro-priations	State and local appro-priations	Federal grants and contracts	State and local grants and contracts	Private gifts	Endow-ment	Sales and services of educational activities
				Public 2-year colleges					
1977	100.0	16.8	2.0	72.5	5.8	2.0	0.5	0.1	0.4
1978	100.0	16.1	1.8	73.3	5.5	2.3	0.5	0.1	0.4
1979	100.0	15.8	1.9	72.7	6.0	2.5	0.5	0.1	0.5
1980	100.0	16.1	1.3	72.6	6.3	2.6	0.5	0.1	0.5
1981	100.0	16.8	1.2	71.7	6.3	2.8	0.5	0.1	0.6
1982	100.0	18.0	1.1	71.7	5.2	2.9	0.5	0.1	0.5
1983	100.0	19.3	0.8	71.4	4.3	2.9	0.6	0.1	0.5
1984	100.0	19.5	0.9	71.0	4.4	2.9	0.6	0.1	0.5
1985	100.0	19.1	0.7	70.9	4.6	3.4	0.6	0.1	0.5
1986	100.0	18.6	0.6	71.4	4.5	3.7	0.6	0.1	0.6
1987	100.0	18.5	0.7	70.4	4.1	4.8	0.6	0.1	0.6
1988	100.0	18.7	0.7	70.5	4.1	4.7	0.7	0.1	0.5
1989	100.0	19.1	0.7	68.7	4.2	6.0	0.8	0.1	0.5
1990	100.0	19.6	0.7	67.7	4.2	6.3	0.9	0.1	0.5
1991	100.0	20.5	0.7	67.4	4.2	5.7	0.9	0.1	0.5
1992	100.0	22.1	0.8	65.2	4.5	5.8	1.0	0.1	0.5
1993	100.0	26.2	0.6	61.0	5.0	5.6	1.0	0.1	0.7
1994	100.0	26.4	0.6	60.4	5.2	5.6	1.0	0.1	0.8
1995	100.0	25.8	0.5	60.6	5.4	5.8	1.1	0.1	0.7

* Federally supported student aid received through students (e.g., Federal Student Loan Programs) is included under tuition and fees.

NOTE: Data for academic years 1976–77 through 1985–86 include only institutions that provided both enrollment and finance data. Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS) "Financial Statistics of Institutions of Higher Education" survey and Integrated Postsecondary Education Data System (IPEDS) "Institutional Characteristics," "Financial Statistics," and "Fall Enrollment" surveys.

Table 54-2 General education revenues of institutions of higher education per full-time-equivalent (FTE) student (in 1997 constant dollars), by revenue source and control and type of institution: Academic years ending 1977–95

Academic year ending	Total	Tuition and fees[1]	Federal appropriations	State and local appropriations	Federal grants and contracts	State and local grants and contracts	Private gifts	Endowment	Sales and services of educational activities
					Private universities				
1977	$23,607	$9,505	$518	$416	$6,545	$584	$3,057	$1,895	$1,087
1978	23,329	9,474	463	373	6,394	525	3,116	1,787	1,199
1979	23,437	9,568	463	360	6,412	525	3,034	1,919	1,157
1980	23,959	9,604	467	339	6,670	634	2,973	1,983	1,290
1981	24,161	9,858	433	366	6,627	507	3,082	2,035	1,253
1982	24,047	10,224	409	346	6,163	469	3,058	2,094	1,285
1983	24,254	10,920	437	346	5,632	523	3,133	1,879	1,385
1984	26,285	11,627	423	336	6,000	568	3,534	2,199	1,597
1985	27,079	12,023	419	335	6,174	576	3,654	2,366	1,532
1986	28,136	12,436	385	342	6,519	608	3,820	2,413	1,613
1987	30,408	13,315	349	337	7,272	843	4,041	2,505	1,746
1988	31,062	13,678	344	312	6,926	1,129	4,181	2,631	1,861
1989	31,824	13,993	355	298	6,982	1,184	4,202	2,751	2,058
1990	32,139	14,123	363	293	7,047	1,180	4,317	2,752	2,064
1991	32,475	14,603	306	259	6,888	1,029	4,419	2,753	2,219
1992	33,211	14,969	295	180	7,012	1,130	4,494	2,677	2,455
1993	34,343	15,384	273	145	7,251	1,155	4,803	2,766	2,565
1994	35,342	15,892	273	148	7,640	910	4,993	2,779	2,706
1995	36,296	16,344	271	159	7,713	974	5,089	2,919	2,827
					Public universities				
1977	$15,706	$2,577	$455	$8,236	$2,674	$334	$740	$111	$577
1978	15,970	2,606	480	8,389	2,661	343	774	157	560
1979	16,608	2,649	491	8,659	2,808	377	785	173	666
1980	16,476	2,617	421	8,539	2,861	354	819	186	680
1981	16,042	2,635	368	8,234	2,772	362	807	176	687
1982	15,691	2,756	333	8,072	2,478	339	839	179	695
1983	15,714	2,981	322	7,901	2,359	330	922	194	704
1984	16,231	3,105	322	8,217	2,410	308	936	215	717
1985	17,061	3,121	364	8,734	2,522	339	1,012	225	745
1986	17,721	3,302	364	8,942	2,622	358	1,100	251	781
1987	17,735	3,451	332	8,745	2,660	435	1,132	184	796
1988	18,236	3,618	273	8,889	2,811	446	1,206	181	812
1989	18,576	3,715	278	8,864	2,891	480	1,299	193	857
1990	18,695	3,803	261	8,755	2,910	536	1,373	196	862
1991	18,663	3,933	257	8,509	2,979	553	1,344	199	889
1992	18,461	4,097	249	7,917	3,117	504	1,397	230	950
1993	18,155	4,183	252	7,589	3,091	485	1,393	229	932
1994	18,039	4,291	238	7,338	3,169	527	1,375	221	879
1995	18,451	4,426	230	7,484	3,219	550	1,385	233	924

Table 54-2 General education revenues of institutions of higher education per full-time-equivalent (FTE) student (in 1997 constant dollars), by revenue source and control and type of institution: Academic years ending 1977–95—Continued

Academic year ending	Total	Tuition and fees[1]	Federal appropriations	State and local appropriations	Federal grants and contracts	State and local grants and contracts	Private gifts	Endowment	Sales and services of educational activities
Private 4-year colleges									
1977	$11,667	$7,197	$109	$244	$1,262	$237	$1,822	$682	$114
1978	11,572	7,231	113	228	1,219	233	1,760	668	120
1979	11,703	7,276	119	221	1,288	232	1,722	722	123
1980	12,034	7,345	125	223	1,389	274	1,745	798	134
1981	12,004	7,397	130	225	1,283	273	1,722	833	142
1982	12,087	7,620	102	211	1,115	275	1,717	921	124
1983	12,299	7,951	75	213	948	290	1,776	920	126
1984	12,617	8,206	69	212	966	298	1,796	929	141
1985	13,057	8,467	70	208	999	327	1,866	983	137
1986	13,424	8,707	66	213	1,052	349	1,897	999	142
1987	14,224	9,272	79	231	1,046	414	2,000	1,030	153
1988	14,535	9,527	79	239	1,076	445	1,952	1,063	155
1989	14,733	9,724	63	199	1,049	534	1,910	1,098	156
1990	14,981	10,014	56	185	1,063	564	1,853	1,095	149
1991	15,176	10,331	56	173	1,029	534	1,825	1,082	145
1992	15,516	10,685	57	128	1,079	634	1,778	1,007	148
1993	15,760	10,914	42	112	1,111	598	1,781	966	236
1994	16,134	11,232	36	114	1,133	643	1,798	933	246
1995	16,558	11,578	35	89	1,180	617	1,917	976	166
Public 4-year colleges									
1977	$11,798	$1,933	$580	$7,158	$1,370	$245	$280	$37	$195
1978	11,914	1,905	580	7,318	1,302	264	299	29	218
1979	12,294	1,871	605	7,579	1,375	286	305	35	239
1980	12,426	1,850	626	7,640	1,402	276	322	43	266
1981	12,208	1,874	651	7,428	1,335	272	325	48	275
1982	12,151	1,961	566	7,474	1,178	260	356	52	304
1983	11,821	2,014	564	7,237	1,024	254	383	48	297
1984	11,979	2,180	562	7,162	1,023	275	399	51	327
1985	12,720	2,240	584	7,722	1,052	273	436	51	362
1986	13,163	2,324	562	7,904	1,110	338	476	56	393
1987	12,932	2,327	558	7,599	1,083	386	487	63	429
1988	13,145	2,421	559	7,682	1,094	376	484	64	465
1989	12,966	2,489	365	7,528	1,114	389	532	72	478
1990	12,873	2,532	545	7,161	1,106	406	556	72	496
1991	12,323	2,548	472	6,634	1,100	421	589	42	517
1992	12,850	2,875	458	6,589	1,205	481	635	80	528
1993	13,771	3,293	447	6,622	1,436	553	710	104	605
1994	14,221	3,465	486	6,658	1,534	598	749	91	639
1995	14,733	3,560	473	6,806	1,636	708	770	94	686

Table 54-2 General education revenues of institutions of higher education per full-time-equivalent (FTE) student (in 1997 constant dollars), by revenue source and control and type of institution: Academic years ending 1977–95—Continued

Academic year ending	Total	Tuition and fees[1]	Federal appropriations	State and local appropriations	Federal grants and contracts	State and local grants and contracts	Private gifts	Endowment	Sales and services of educational activities
				Public 2-year colleges					
1977	$6,278	$1,055	$125	$4,552	$361	$123	$32	$4	$25
1978	6,285	1,013	112	4,609	347	145	31	4	26
1979	6,416	1,015	125	4,663	386	160	30	4	33
1980	6,326	1,019	85	4,590	399	165	30	5	33
1981	6,033	1,015	75	4,328	377	169	30	6	33
1982	5,965	1,072	65	4,277	312	171	32	7	29
1983	5,581	1,076	45	3,987	241	162	32	8	30
1984	5,723	1,117	49	4,066	250	168	34	8	30
1985	6,231	1,188	47	4,418	289	211	38	9	31
1986	6,495	1,207	40	4,634	291	237	41	9	36
1987	6,593	1,219	49	4,644	274	318	42	10	38
1988	6,436	1,204	47	4,537	262	300	46	6	34
1989	6,626	1,264	43	4,554	278	395	52	7	32
1990	6,451	1,264	43	4,367	272	408	55	7	35
1991	6,441	1,319	45	4,342	269	368	58	7	34
1992	6,262	1,384	52	4,081	283	361	61	6	34
1993	6,643	1,738	38	4,050	330	370	63	6	48
1994	6,896	1,823	39	4,168	358	384	66	6	53
1995	7,060	1,824	34	4,279	379	410	75	9	51

[1] Federally supported student aid received through students (e.g., Federal Student Loan Programs) is included under tuition and fees.

[2] Revised from previously published figures.

NOTE: The Higher Education Price Index (HEPI) was used to calculate constant dollars and the Consumer Price Index (CPI) was used to forecast the HEPI to July 1997. Data for academic years 1976–77 through 1985–86 include only institutions that provided both enrollment and finance data. Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS) "Financial Statistics of Institutions of Higher Education" survey and Integrated Postsecondary Education Data System (IPEDS) "Institutional Characteristics," "Financial Statistics," and "Fall Enrollment" surveys.

Table 55-1 Percentage distribution of educational and general expenditures of institutions of higher education per full-time-equivalent (FTE) student, by expenditure categories and control and type of institution: Academic years ending 1977–95

Academic year ending	Total	Instruction	Administration[1]	Student services	Research	Libraries	Public service	Operation and maintenance of plant	Scholarships and fellowships	Mandatory transfers
					Private universities					
1977	100.0	38.0	13.2	3.3	21.1	4.2	2.2	8.8	8.1	1.1
1978	100.0	37.9	13.4	3.4	20.8	4.2	2.1	8.7	8.4	1.1
1979	100.0	37.4	14.0	3.4	20.7	3.9	2.1	9.0	8.1	1.3
1980	100.0	37.9	14.2	3.4	20.5	3.7	2.3	8.9	7.9	1.3
1981	100.0	38.1	13.9	3.5	19.8	3.7	2.1	9.1	8.2	1.5
1982	100.0	39.1	13.8	3.6	18.9	3.7	2.0	9.5	8.2	1.2
1983	100.0	39.4	14.8	3.7	17.9	3.6	2.1	9.2	8.2	1.2
1984	100.0	38.6	15.2	3.7	17.7	3.8	2.0	9.1	8.8	1.2
1985	100.0	38.0	14.9	3.8	18.1	3.5	2.4	8.9	8.9	1.4
1986	100.0	37.8	15.0	3.8	18.5	3.5	2.4	8.6	9.1	1.3
1987	100.0	38.4	15.2	3.9	18.4	3.1	2.6	7.7	9.4	1.4
1988	100.0	37.5	15.2	3.8	18.7	3.5	2.5	7.7	9.6	1.5
1989	100.0	38.0	15.2	3.7	18.4	3.4	2.5	7.5	9.7	1.6
1990	100.0	37.8	14.7	3.7	18.6	3.4	2.5	7.5	9.9	1.8
1991	100.0	38.3	14.8	3.8	17.8	3.2	2.6	7.8	10.3	1.6
1992	100.0	38.2	14.8	3.7	17.4	3.2	2.5	7.5	11.1	1.6
1993	100.0	38.4	14.1	3.5	17.9	3.2	2.7	7.3	11.4	1.7
1994	100.0	38.5	13.9	3.6	17.7	3.2	2.8	7.3	11.4	1.8
1995[2]	100.0	38.3	13.7	3.6	17.9	3.3	2.7	7.1	11.6	1.9
					Public universities					
1977	100.0	39.0	13.0	3.7	18.4	3.5	8.1	9.1	4.0	1.2
1978	100.0	39.2	13.2	3.8	18.6	3.4	7.9	9.2	3.8	1.0
1979	100.0	39.1	13.1	3.7	18.9	3.2	8.2	9.3	3.5	1.0
1980	100.0	38.8	12.5	3.8	19.5	3.7	8.1	9.2	3.5	1.0
1981	100.0	38.5	12.9	3.8	19.7	3.2	8.3	9.1	3.5	1.0
1982	100.0	38.8	13.1	3.8	19.3	3.2	8.1	9.4	3.5	0.9
1983	100.0	38.8	13.1	3.8	19.2	3.3	8.1	9.4	3.5	0.9
1984	100.0	38.6	13.1	3.7	19.1	3.3	8.0	9.4	3.6	1.0
1985	100.0	38.3	13.7	3.7	19.4	3.2	8.0	9.2	3.6	0.9
1986	100.0	37.7	13.9	3.7	19.7	3.2	8.0	8.8	3.8	1.2
1987	100.0	38.0	14.0	3.7	20.0	3.1	7.8	8.3	3.8	1.2
1988	100.0	37.3	13.9	3.7	20.6	3.2	7.8	8.1	4.0	1.4
1989	100.0	36.8	13.9	3.7	21.0	3.1	8.0	7.9	4.2	1.3
1990	100.0	36.6	13.8	3.7	21.4	3.1	8.1	7.8	4.3	1.4
1991	100.0	36.3	13.7	3.6	21.7	3.0	8.2	7.6	4.5	1.4
1992	100.0	36.0	13.3	3.7	22.0	3.0	8.3	7.4	4.9	1.5
1993	100.0	35.7	13.1	3.7	22.3	2.9	8.3	7.2	5.3	1.5
1994	100.0	35.3	13.3	3.7	22.4	2.9	8.1	7.2	5.6	1.5
1995[2]	100.0	35.4	13.3	3.7	22.3	3.0	8.1	7.0	5.7	1.5

Table 55-1 Percentage distribution of educational and general expenditures of institutions of higher education per full-time-equivalent (FTE) student, by expenditure categories and control and type of institution: Academic years ending 1977–95—Continued

Academic year ending	Total	Instruction	Administration[1]	Student services	Research	Libraries	Public service	Operation and maintenance of plant	Scholarships and fellowships	Mandatory transfers
					Private 4-year colleges					
1977	100.0	37.3	20.4	7.4	5.0	3.9	2.4	11.2	10.0	2.3
1978	100.0	37.5	20.6	7.6	4.8	3.9	2.2	11.3	9.8	2.3
1979	100.0	37.2	20.7	7.7	5.2	3.8	2.2	11.2	9.6	2.3
1980	100.0	36.7	20.8	7.8	5.3	3.7	2.2	11.4	9.8	2.4
1981	100.0	36.1	21.1	7.9	5.1	3.6	2.3	11.5	10.1	2.3
1982	100.0	36.1	21.4	8.0	4.6	3.6	2.5	11.4	10.1	2.2
1983	100.0	36.2	21.7	8.2	4.5	3.6	2.4	11.1	10.0	2.2
1984	100.0	36.0	21.6	8.2	4.4	3.6	2.4	10.9	10.6	2.2
1985	100.0	35.6	21.7	8.3	4.6	3.5	2.4	10.6	11.1	2.3
1986	100.0	35.1	21.7	8.3	4.8	3.5	2.6	10.2	11.5	2.3
1987	100.0	34.3	22.8	8.3	4.9	2.9	2.7	9.7	12.1	2.2
1988	100.0	34.1	22.1	8.4	5.0	3.2	3.0	9.5	12.8	2.0
1989	100.0	33.8	22.2	8.5	5.0	3.1	2.9	9.4	12.9	2.2
1990	100.0	33.5	21.9	8.5	4.9	3.1	3.1	9.1	13.6	2.2
1991	100.0	33.4	22.2	8.7	4.4	2.9	3.1	8.9	14.2	2.2
1992	100.0	33.1	21.4	8.7	4.3	3.0	3.2	8.6	15.7	2.1
1993	100.0	32.8	20.7	8.7	4.4	2.9	3.5	8.5	16.5	2.1
1994	100.0	32.3	20.6	8.7	4.4	2.9	3.5	8.4	17.1	2.1
1995[2]	100.0	32.3	20.1	8.7	4.3	2.8	3.9	8.1	17.6	2.2
					Public 4-year colleges					
1977	100.0	46.4	16.7	5.8	7.0	3.9	2.9	11.5	3.9	2.0
1978	100.0	46.2	16.7	6.0	7.1	3.9	2.9	11.7	3.5	2.1
1979	100.0	45.6	17.1	6.2	7.5	3.8	2.9	11.6	3.2	2.0
1980	100.0	44.9	17.3	6.2	8.0	3.8	3.1	11.7	3.3	1.8
1981	100.0	44.8	17.2	6.1	7.9	3.9	3.1	11.9	3.1	1.8
1982	100.0	45.7	17.6	5.8	7.6	3.7	3.1	12.1	2.8	1.6
1983	100.0	45.7	17.4	5.9	7.5	3.7	3.1	12.1	2.9	1.7
1984	100.0	45.1	18.2	6.3	7.5	3.8	3.1	11.3	2.9	1.7
1985	100.0	44.8	18.4	6.2	7.7	3.7	3.3	11.7	2.7	1.6
1986	100.0	45.0	18.4	6.2	8.2	3.6	3.3	10.7	2.9	1.8
1987	100.0	44.7	18.7	6.1	8.6	3.2	3.6	10.4	3.1	1.6
1988	100.0	44.6	18.4	6.2	8.9	3.3	3.7	10.1	3.1	1.6
1989	100.0	44.6	18.2	6.1	9.4	3.3	3.8	9.9	3.1	1.6
1990	100.0	44.4	18.7	6.1	9.3	3.3	4.0	9.6	3.2	1.6
1991	100.0	44.3	18.6	6.2	9.5	3.1	4.0	9.4	3.3	1.5
1992	100.0	43.2	18.9	6.1	9.7	3.1	4.3	9.1	4.1	1.6
1993	100.0	42.0	19.4	6.5	9.8	3.0	4.4	8.9	4.4	1.6
1994	100.0	42.1	18.8	6.2	10.1	3.0	4.4	8.9	4.9	1.6
1995[2]	100.0	41.8	18.8	6.1	10.1	3.0	4.5	8.7	5.1	1.9

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Table 55-1 Percentage distribution of educational and general expenditures of institutions of higher education per full-time-equivalent (FTE) student, by expenditure categories and control and type of institution: Academic years ending 1977–95—Continued

Academic year ending	Total	Instruction	Administration[1]	Student services	Research	Libraries	Public service	Operation and maintenance of plant	Scholarships and fellowships	Mandatory transfers
Public 2-year colleges										
1977	100.0	51.1	18.1	8.4	0.3	3.5	2.0	11.2	2.9	2.4
1978	100.0	50.6	19.4	8.2	0.2	3.5	2.1	11.3	2.2	2.4
1979	100.0	50.2	19.5	8.4	0.4	3.4	1.9	11.3	2.2	2.6
1980	100.0	50.3	19.0	8.6	0.4	3.2	2.2	11.7	2.3	2.2
1981	100.0	50.6	19.1	8.7	0.4	3.1	2.2	12.0	2.3	1.7
1982	100.0	50.9	19.0	8.8	0.2	3.4	1.9	12.3	2.1	1.5
1983	100.0	50.9	19.5	8.9	0.2	3.0	1.5	12.3	2.1	1.6
1984	100.0	50.8	19.8	8.8	0.2	3.0	1.7	12.2	2.0	1.5
1985	100.0	50.3	20.2	8.8	0.2	2.9	2.0	12.1	2.2	1.4
1986	100.0	49.9	20.7	9.0	0.1	2.9	2.0	11.9	2.2	1.4
1987	100.0	49.6	21.8	9.4	0.1	2.3	2.2	11.5	2.2	0.8
1988	100.0	49.2	21.3	9.9	0.1	2.7	2.3	11.4	2.4	0.8
1989	100.0	49.6	21.5	9.5	0.1	2.6	2.5	11.2	2.4	0.7
1990	100.0	49.8	21.5	9.7	0.1	2.5	2.4	11.0	2.3	0.7
1991	100.0	49.9	21.6	9.9	0.1	2.5	2.4	10.7	2.4	0.6
1992	100.0	50.3	20.9	10.2	0.2	2.4	2.2	10.4	2.8	0.6
1993	100.0	50.1	20.9	10.4	0.2	2.3	2.3	10.1	3.1	0.6
1994	100.0	49.4	21.0	10.4	0.2	2.3	2.4	10.3	3.4	0.7
1995[2]	100.0	49.0	21.0	10.5	0.2	2.2	2.3	10.2	3.7	0.7

[1] Includes institutional and academic support. Libraries were excluded.

[2] Preliminary data.

NOTE: Details may not add to totals due to rounding. Data for academic years 1976–77 through 1985–86 include only institutions that provided both enrollment and finance data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1997*, tables 338–342 (based on the IPEDS/HEGIS "Financial Statistics" surveys).

Table 55-2 Educational and general expenditures of institutions of higher education per full-time-equivalent (FTE) student (in 1997 constant dollars), by expenditure categories and control and type of institution: Academic years ending 1977–95

Academic year ending	Total	Instruction	Administration[1]	Student services	Research	Libraries	Public service	Operation and maintenance of plant	Scholarships and fellowships	Mandatory transfers
					Private universities					
1977	$24,245	$9,218	$3,211	$808	$5,106	$1,008	$542	$2,124	$1,967	$261
1978	23,959	9,092	3,201	806	4,978	1,006	506	2,095	2,002	271
1979	24,262	9,066	3,406	835	5,026	948	509	2,184	1,967	322
1980	24,613	9,319	3,490	828	5,052	907	569	2,185	1,948	315
1981	24,914	9,497	3,471	876	4,936	918	515	2,269	2,049	382
1982	24,817	9,692	3,433	903	4,698	919	501	2,349	2,029	291
1983	25,017	9,850	3,706	930	4,470	902	517	2,302	2,046	294
1984	26,851	10,355	4,090	990	4,761	1,019	531	2,430	2,357	318
1985	27,944	10,621	4,170	1,054	5,070	981	678	2,492	2,494	384
1986	29,000	10,953	4,350	1,115	5,361	1,011	690	2,494	2,646	381
1987	31,654	12,159	4,809	1,222	5,838	967	808	2,448	2,963	441
1988	32,058	12,034	4,868	1,223	6,001	1,120	787	2,481	3,070	475
1989	32,758	12,440	4,967	1,226	6,035	1,106	818	2,459	3,190	516
1990	33,122	12,526	4,880	1,230	6,171	1,125	840	2,492	3,269	589
1991	34,142	13,075	5,044	1,282	6,071	1,087	874	2,650	3,511	548
1992	35,155	13,415	5,194	1,295	6,127	1,137	883	2,646	3,901	557
1993	36,137	13,872	5,083	1,273	6,451	1,139	968	2,645	4,107	600
1994	37,180	14,301	5,156	1,323	6,564	1,188	1,034	2,705	4,252	657
1995[2]	38,167	14,630	5,227	1,357	6,822	1,246	1,014	2,701	4,437	732
					Public universities					
1977	$15,661	$6,107	$2,034	$577	$2,875	$552	$1,271	$1,427	$628	$191
1978	15,801	6,199	2,079	600	2,932	531	1,242	1,452	602	164
1979	16,375	6,397	2,146	608	3,100	528	1,336	1,519	575	166
1980	16,201	6,279	2,032	612	3,158	599	1,308	1,484	568	161
1981	15,950	6,144	2,053	601	3,136	517	1,325	1,452	563	159
1982	15,724	6,104	2,059	591	3,028	510	1,276	1,473	548	136
1983	15,689	6,092	2,056	590	3,010	515	1,268	1,475	549	134
1984	16,069	6,197	2,110	600	3,072	538	1,292	1,518	582	160
1985	16,826	6,440	2,306	622	3,268	541	1,348	1,549	601	149
1986	17,481	6,588	2,432	643	3,440	565	1,405	1,546	658	205
1987	17,786	6,758	2,494	662	3,553	547	1,394	1,478	684	216
1988	18,269	6,820	2,537	681	3,763	584	1,423	1,482	727	252
1989	18,614	6,853	2,591	695	3,900	580	1,493	1,474	781	247
1990	18,566	6,790	2,558	680	3,966	569	1,497	1,455	793	258
1991	18,900	6,854	2,588	687	4,107	564	1,543	1,435	851	271
1992	18,804	6,776	2,501	692	4,133	564	1,555	1,384	927	273
1993	19,264	6,869	2,533	711	4,301	563	1,593	1,388	1,018	289
1994	19,646	6,936	2,621	729	4,395	576	1,594	1,408	1,093	294
1995[2]	20,234	7,164	2,687	753	4,511	612	1,643	1,410	1,148	307

Table 55-2 Educational and general expenditures of institutions of higher education per full-time-equivalent (FTE) student (in 1997 constant dollars), by expenditure categories and control and type of institution: Academic years ending 1977–95—Continued

Academic year ending	Total	Instruction	Administration[1]	Student services	Research	Libraries	Public service	Operation and maintenance of plant	Scholarships and fellowships	Mandatory transfers
					Private 4-year colleges					
1977	$11,952	$4,464	$2,437	$887	$604	$467	$288	$1,337	$1,190	$279
1978	11,899	4,462	2,448	904	573	468	260	1,347	1,162	274
1979	12,045	4,478	2,498	929	631	462	263	1,354	1,151	280
1980	12,251	4,492	2,543	953	650	451	265	1,401	1,205	291
1981	12,308	4,439	2,600	977	622	443	285	1,420	1,239	284
1982	12,465	4,500	2,667	1,001	577	444	314	1,425	1,257	280
1983	12,726	4,610	2,757	1,045	568	463	306	1,418	1,277	281
1984	13,154	4,730	2,848	1,080	583	471	315	1,437	1,395	296
1985	13,630	4,853	2,954	1,129	621	480	333	1,441	1,512	308
1986	14,099	4,944	3,061	1,171	683	490	361	1,445	1,625	320
1987	14,933	5,127	3,410	1,243	728	430	404	1,455	1,803	334
1988	15,305	5,214	3,381	1,285	771	482	453	1,453	1,953	312
1989	15,458	5,224	3,428	1,309	772	482	451	1,454	2,001	336
1990	15,718	5,270	3,441	1,344	764	486	489	1,438	2,139	348
1991	15,978	5,340	3,555	1,388	707	462	490	1,419	2,273	344
1992	16,387	5,423	3,499	1,422	698	488	529	1,405	2,577	346
1993	16,544	5,426	3,425	1,433	726	477	576	1,398	2,733	350
1994	16,934	5,476	3,486	1,478	740	492	599	1,416	2,893	354
1995[2]	17,409	5,619	3,507	1,516	746	493	671	1,415	3,056	385
					Public 4-year colleges					
1977	$11,420	$5,297	$1,901	$659	$799	$447	$329	$1,318	$445	$225
1978	11,518	5,325	1,924	689	815	445	330	1,346	401	244
1979	11,887	5,424	2,035	741	894	449	343	1,381	384	237
1980	12,019	5,392	2,076	750	959	458	368	1,407	392	217
1981	11,899	5,335	2,046	731	945	464	369	1,416	374	220
1982	11,840	5,405	2,082	690	898	443	364	1,437	333	188
1983	11,553	5,276	2,011	684	869	423	355	1,404	340	192
1984	11,674	5,269	2,127	735	880	440	363	1,323	334	204
1985	12,324	5,520	2,266	767	955	450	405	1,437	329	196
1986	12,729	5,733	2,345	792	1,037	456	415	1,358	365	227
1987	12,724	5,689	2,380	781	1,093	412	454	1,318	391	205
1988	12,983	5,789	2,392	805	1,153	435	485	1,314	400	210
1989	12,783	5,702	2,333	781	1,196	422	488	1,260	391	209
1990	12,899	5,726	2,407	781	1,197	421	516	1,236	413	202
1991	12,542	5,562	2,332	781	1,191	385	497	1,184	418	190
1992	12,708	5,489	2,402	773	1,235	391	542	1,151	516	208
1993	13,176	5,532	2,553	861	1,292	390	576	1,178	580	215
1994	13,329	5,613	2,504	826	1,343	394	590	1,192	652	215
1995[2]	13,801	5,768	2,601	842	1,400	408	620	1,195	709	257

Table 55-2 Educational and general expenditures of institutions of higher education per full-time-equivalent (FTE) student (in 1997 constant dollars), by expenditure categories and control and type of institution: Academic years ending 1977–95—Continued

Academic year ending	Total	Instruction	Administration[1]	Student services	Research	Libraries	Public service	Operation and maintenance of plant	Scholarships and fellowships	Mandatory transfers
					Public 2-year colleges					
1977	$6,155	$3,144	$1,114	$517	$20	$216	$123	$691	$180	$150
1978	6,188	3,131	1,200	507	11	218	131	702	137	150
1979	6,399	3,211	1,250	538	24	216	124	726	142	168
1980	6,292	3,164	1,196	544	26	201	140	738	147	136
1981	6,029	3,052	1,150	526	23	190	130	721	136	102
1982	6,023	3,065	1,144	532	12	204	114	740	124	88
1983	5,698	2,899	1,114	509	12	171	85	698	120	90
1984	5,779	2,936	1,146	508	12	173	98	705	117	84
1985	6,334	3,184	1,279	557	10	184	128	766	138	87
1986	6,521	3,254	1,350	585	6	188	129	776	144	88
1987	6,626	3,288	1,444	623	8	150	144	765	149	55
1988	6,538	3,217	1,390	649	6	177	148	743	157	50
1989	6,611	3,277	1,423	625	8	172	164	738	156	48
1990	6,432	3,203	1,380	623	9	164	156	707	146	44
1991	6,504	3,243	1,404	643	8	160	157	697	154	38
1992	6,210	3,124	1,301	634	9	150	139	643	172	37
1993	6,303	3,158	1,315	657	10	143	146	639	196	40
1994	6,622	3,268	1,393	688	11	153	156	682	227	44
1995[2]	6,776	3,322	1,426	714	10	152	156	692	254	50

[1] Includes institutional and academic support. Libraries were excluded.

[2] Preliminary data.

NOTE: The Higher Education Price Index (HEPI) was used to calculate constant dollars and the Consumer Price Index (CPI) was used to forecast the HEPI to July 1997. Data for academic years 1976–77 through 1985–86 include only institutions that provided both enrollment and finance data. Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1997*, tables 338–342 (based on the IPEDS/HEGIS "Financial Statistics" surveys).

Table 56-1 Education expenditures as a percentage of Gross Domestic Product (GDP) for primary and secondary education, by source of funds: 1994

Country	Direct public expenditures for educational institutions	Total public subsidies to households and other private entities, excluding public subsidies for student living costs	Private payments to educational institutions, excluding public subsidies to households and other private entities	Total expenditures from both public and private sources for educational institutions	Total expenditures from public, private and international sources for educational institutions, plus public subsidies to households	Private payments other than to educational institutions[1]
Australia	3.4	0.0	0.4	3.8	4.1	—
Austria	3.9	0.0	0.1	4.0	4.0	—
Belgium	3.9	0.0	—	—	—	—
Canada	4.2	0.0	0.3	4.4	4.4	—
Czech Republic	4.0	0.0	—	—	—	—
Denmark	4.3	0.0	0.1	4.4	4.8	—
Finland	4.4	—	([2])	4.4	4.6	0.3
France	4.0	0.0	0.3	4.3	4.5	0.2
Germany	2.9	0.0	0.9	3.8	3.9	—
Greece	1.7	0.0	—	1.7	1.7	—
Hungary	3.9	0.0	0.4	4.2	4.3	—
Iceland	3.4	—	—	—	—	—
Ireland	3.6	0.0	0.2	3.7	3.8	—
Italy	3.3	0.1	0.0	3.4	—	—
Japan	2.9	—	0.2	3.1	3.1	—
Korea	2.9	0.0	1.0	3.9	3.9	—
Mexico	3.2	([2])	0.8	4.0	4.0	0.2
Netherlands	3.0	0.1	0.1	3.2	3.4	0.3
New Zealand	4.1	0.1	—	—	—	—
Norway	4.1	0.0	—	—	—	0.3
Portugal	3.9	([3])	([3])	3.9	4.0	0.1
Spain	3.6	0.0	0.5	4.0	4.1	0.3
Sweden	4.5	([3])	0.0	4.5	5.1	0.6
Turkey	2.1	([3])	—	2.1	2.2	—
United Kingdom	3.8	0.0	—	—	—	0.0
United States	3.5	([2])	0.4	3.9	3.9	0.0

— Not available.

[1] Includes transfers to business or labor associations that provide adult education programs; subsidies to non-profit organizations that provide student housing or meals and interest rate subsidies to private financial institutions that make student loans.

[2] Data included in another column of the table.

[3] Not applicable.

NOTE: For detailed information concerning coverage, methodology, and interpretation for specific countries, see *Education at a Glance*, 1997, p. 356–361.

SOURCE: Organization for Economic Co-operation and Development, Center for Education Research and Innovation, *Education At A Glance, OECD Indicators*, 1997, table B1.1b.

229

Table 56-2 Education expenditures as a percentage of Gross Domestic Product (GDP) for higher education, by source of funds: 1994

Country	Direct public expenditures for educational institutions	Total public subsidies to households and other private entities, excluding public subsidies for student living costs	Private payments to educational institutions, excluding public subsidies to households and other private entities	Total expenditures from both public and private sources for educational institutions	Total expenditures from public, private and international sources for educational institutions, plus public subsidies to households	Private payments other than to educational institutions[1]
Australia	1.2	0.2	0.5	1.8	2.0	—
Austria	0.9	0.1	0.0	1.0	1.0	—
Belgium	1.0	0.0	—	—	—	—
Canada	1.6	0.7	0.2	2.5	2.6	0.4
Czech Republic	0.8	0.0	—	—	—	—
Denmark	1.4	0.0	0.0	1.4	2.1	—
France	0.9	0.0	0.2	1.1	1.2	0.1
Germany	0.9	0.0	0.1	1.1	1.1	—
Greece	0.7	0.0	—	0.7	0.7	—
Hungary	0.9	0.0	0.2	1.1	1.3	—
Iceland	0.7	—	0.1	0.7	1.0	—
Italy	0.7	0.0	0.1	0.8	0.9	0.1
Japan	0.5	—	0.6	1.1	1.1	—
Korea	0.3	0.0	1.5	1.8	1.8	—
Mexico	0.9	(2)	0.2	1.1	1.1	0.0
Netherlands	1.2	0.1	0.0	1.3	1.7	0.4
Norway	1.4	0.0	—	—	—	0.8
Portugal	0.8	(3)	(3)	0.8	0.9	0.1
Spain	0.8	0.0	0.2	1.0	1.1	0.1
Sweden	1.5	(3)	0.1	1.6	2.2	0.7
Switzerland	1.1	0.0	—	—	—	—
United Kingdom	0.7	0.3	0.0	0.9	1.2	0.3
United States	1.1	0.0	1.2	2.4	2.4	0.1

— Not available.

[1] Includes transfers to business or labor associations that provide adult education programs; subsidies to non-profit organizations that provide student housing or meals and interest rate subsidies to private financial institutions that make student loans.

[2] Data included in another column of the table.

[3] Not applicable.

NOTE: For detailed information concerning coverage, methodology, and interpretation for specific countries, see *Education at a Glance*, 1997, p. 356–361.

SOURCE: Organization for Economic Co-operation and Development, Center for Education Research and Innovation, *Education At A Glance, OECD Indicators*, 1997, table B1.1c.

Table 56-3 Education expenditures as a percentage of Gross Domestic Product (GDP) for all levels of education combined, by source of funds: 1994

Country	Direct public expenditures for educational institutions	Total public subsidies to households and other private entities, excluding public subsidies for student living costs	Private payments to educational institutions, excluding public subsidies to households and other private entities	Total expenditures from both public and private sources for educational institutions	Total expenditures from public, private and international sources for educational institutions, plus public subsidies to households	Private payments other than to educational institutions[1]
Australia	4.6	0.2	0.9	5.7	6.2	—
Austria	5.3	0.1	0.2	5.6	5.6	—
Belgium	5.5	0.0	—	—	—	—
Canada	6.0	0.7	0.5	7.2	7.2	—
Czech Republic	5.7	0.0	—	—	—	—
Denmark	6.5	0.1	0.4	7.0	8.4	—
France	5.6	0.0	0.5	6.2	6.4	0.3
Germany	4.5	0.0	1.3	5.8	6.0	—
Greece	2.4	0.0	—	2.4	2.4	—
Hungary	5.7	0.0	0.7	6.4	6.5	—
Iceland	4.5	—	0.6	5.1	5.5	0.2
Italy	4.6	0.1	0.0	4.7	4.8	—
Japan	3.8	—	1.1	4.9	4.9	—
Korea	3.6	0.0	2.5	6.2	6.2	—
Mexico	4.5	(2)	1.1	5.6	5.6	0.3
Netherlands	4.5	0.2	0.1	4.9	5.4	0.6
Norway	6.8	0.0	—	—	—	1.6
Portugal	5.3	0.0	(3)	5.3	5.5	0.2
Spain	4.8	0.0	0.8	5.6	5.8	0.6
Sweden	6.6	(3)	0.1	6.7	7.8	1.2
Switzerland	5.5	0.1	—	—	—	—
United Kingdom	4.6	0.3	—	—	—	0.3
United States	4.9	0.0	1.7	6.6	6.6	0.2

— Not available.

[1] Includes transfers to business or labor associations that provide adult education programs, subsidies to non-profit organizations that provide student housing or meals and interest rate subsidies to private financial institutions that make student loans.

[2] Data included in another column of the table.

[3] Not applicable.

NOTE: For detailed information concerning coverage, methodology, and interpretation for specific countries, see *Education at a Glance*, 1997, p. 356–361.

SOURCE: Organization for Economic Co-operation and Development, Center for Education Research and Innovation, *Education At A Glance, OECD Indicators*, 1997, table B1.1a.

Table 56-4 Expenditures per student at public and private institutions (in constant 1994 U.S. dollars), by level of education: 1994

Country	Early childhood	Primary	Secondary	Higher education	All levels of education combined
Australia	—	$2,950	$4,760	$9,710	$4,690
Austria[1]	$5,050	5,480	7,100	8,720	6,890
Belgium[2]	2,390	3,350	5,780	6,390	4,690
Canada	5,410	([3])	([3])	11,300	6,640
Czech Republic	2,030	1,810	2,690	5,320	2,650
Denmark	4,420	4,930	6,310	8,500	6,070
Finland	5,680	3,960	4,590	6,080	4,820
France	2,980	3,280	5,810	6,010	4,700
Germany[1]	4,600	3,350	6,160	8,380	5,850
Greece[2]	([3])	([3])	1,490	2,680	1,540
Hungary[1]	1,460	1,680	1,700	5,100	1,900
Iceland	—	—	—	—	—
Ireland	2,080	2,090	3,400	7,600	3,240
Japan	2,450	4,110	4,580	8,880	5,070
Korea	1,200	1,890	2,170	4,560	2,580
Mexico	1,190	1,050	1,960	5,750	1,560
Netherlands	2,840	3,010	4,060	8,540	4,160
New Zealand	2,510	2,570	4,290	8,020	4,100
Portugal[1]	—	—	—	—	—
Spain	2,490	2,580	3,270	4,030	3,170
Sweden	2,750	5,030	5,500	12,820	5,680
Switzerland[1]	2,360	5,860	7,250	15,850	7,110
Turkey[1]	160	710	510	3,460	880
United States	—	5,300	6,680	15,510	7,790

— Not available.

[1] Includes public institutions only.

[2] Includes public and government-dependent private institutions only.

[3] Data included in another column of the table.

NOTE: For detailed information concerning coverage, methodology, and interpretation for specific countries, see *Education at a Glance*, 1997, p. 363–366.

SOURCE: Organization for Economic Co-operation and Development, Center for Educational Research and Innovation, *Education At A Glance, OECD Indicators*, 1997, table B4.1.

Table 56-5 Expenditures per student as a percentage of Gross Domestic Product (GDP) per capita at public and private institutions, by level of education: 1994

Country	Early childhood	Primary	Secondary	Higher education	All levels of education combined
Australia	—	16	26	52	25
Austria[1]	25	27	35	43	34
Belgium[2]	12	16	28	31	23
Canada	27	([3])	([3])	56	33
Czech Republic	23	20	30	60	30
Denmark	22	24	31	42	30
Finland	35	24	28	37	30
France	15	17	30	31	24
Germany[1]	23	17	31	43	30
Greece[2]	([3])	([3])	13	23	13
Hungary[1]	23	27	27	81	30
Iceland	—	—	—	—	—
Italy[1]	18	24	28	26	27
Japan	12	19	22	42	24
Korea	12	18	21	44	25
Mexico	15	13	25	74	20
Netherlands	15	16	22	46	22
Norway[1]	([3])	([3])	([3])	([3])	29
Portugal[1]	—	—	—	—	—
Spain	18	19	24	30	23
Sweden	16	29	31	73	32
Switzerland[1]	10	25	30	66	30
United Kingdom[2]	29	19	25	43	25
United States	—	21	26	61	31

— Not available.

[1] Includes public institutions only.

[2] Includes public and government-dependent private institutions only.

[3] Data included in another column of the table.

NOTE: For detailed information concerning coverage, methodology, and interpretation for specific countries, see *Education at a Glance*, 1997, p. 363–366.

SOURCE: Organization for Economic Co-operation and Development, Center for Educational Research and Innovation, *Education At A Glance: OECD Indicators*, 1997, table B4.2.

Note to Indicator 56: International comparisons of education expenditures

The purpose of this analysis is to compare expenditures for education in public and private institutions to Gross Domestic Product (GDP) and school enrollment.

Definitions

Public education expenditures include funds provided to both public and private schools by federal, state, and local governments either directly or through students. This includes expenditures at public schools funded by public sources and subsidies to students at private schools from government agencies.

Private education expenditures are expenditures financed by private sources—households, private nonprofit institutions, businesses, and corporations. For example, this includes expenditures supported by public and private school tuition and fees, such as student expenses for books and materials.

Gross Domestic Product (GDP) is an aggregate measure of the value of goods and services produced in a country.

Expenditures in the United States

Primary and secondary education

For the United States, public expenditures for primary and secondary education include expenditures in local public school districts and private schools; schools administered by religious organizations, funded by state and local taxes, federal programs administered by the U.S. Department of Education (ED); and federal programs operated outside of ED that are not administered by state or local education agencies (e.g., Head Start, Department of Defense Schools, and schools operated by the Bureau of Indian Affairs).

Also included in public expenditures for primary and secondary education are federal expenditures to operate ED and activities such as research, statistics, assessment, and school improvement, and state expenditures to operate state departments of education and other direct state expenditures, including state schools for the deaf and blind and reform schools.

Some expenditures, such as those for federal or state agency administration and those for non-graded special education programs, cannot be assigned to particular grade levels, because the expenditures defy strict grade-level categorizations. The United States, like some other countries, has chosen to prorate these expenditures over the grade levels based on the relative size of enrollments, staffing, and teacher salaries. However, other countries have chosen not to allocate such expenditures, classifying them, instead, as "undistributed."

Higher education

Public expenditures for higher education in the United States include expenditures at both public and private colleges and universities funded by federal, state, and local governments. The Integrated Postsecondary Education Data System (IPEDS), the core postsecondary education data collection program for the National Center for Education Statistics (NCES), gathers institutional reports for revenue received by both public and private institutions from both public and private sources. Expenditures by public and private nonprofit institutions are separated into public and private expenditures based on their relative shares of current fund revenues.

Most federal aid goes to students who then spend it on education (e.g., tuition) and non-education (room and board) services. For the purposes of calculating public expenditures for higher education in the United States, it was assumed that students spent 60 percent of federally administered Pell grants on education.

With the exception of Pell grant money, public expenditures for less-than-2-year public and private institutions, often called "proprietary" schools, were not available; therefore, public expenditures for higher education in the United States are biased downward. However, since the students participating in these institutions are also excluded from higher education enrollments, the estimate of public expenditures per student would be biased upward if the per-student public expenditures in less-than-2-year institutions were less than those in other higher education institutions.

Private expenditures

For the United States, as in other Organization for Economic Co-operation and Development (OECD) countries, private expenditures refers to expenditures funded by private sources—mainly households, private non-profit institutions, and firms and businesses. It includes school fees; materials such as textbooks and teaching equipment; transport to school (if organized by the school); meals (if provided by the school); boarding fees; and expenditures by employers for initial vocational training.

Per student expenditures

Per student expenditures are a measure of the average investment per student in the education system. They are calculated as total expenditures, funded by both public and private sources, divided by enrollment in both public and private schools.

The data for per-student expenditures in higher education come directly from tables in *Education at A Glance (EAG)* published by the Organization for Economic Co-operation and Development in 1997. However, the EAG tables include per student expenditures broken down by early childhood, primary, secondary, and higher education.

For this analysis, the primary and secondary figures were recalculated to generate one expenditure figure for the primary and secondary levels combined. This was done by, first, adding the full-time-equivalent enrollment (FTE) numbers for primary and secondary education (see table 1) to determine total FTE. Second, total expenditures were calculated by multiplying the FTE numbers by expenditures per student, for primary and secondary education, and then adding these two figures together to determine total expenditures for primary-secondary education. Finally, total expenditures on primary and secondary education were divided by total enrollment in the primary and secondary levels to determine per student expenditures for primary-secondary education. These recalculated figures were divided by GDP per capita (see table 1) to determine per pupil expenditures for primary-secondary education as a percentage of GDP per capita.

Table 1. Preprimary and secondary full-time-equivalent (FTE) enrollments and GDP per capita for G-7 countries

Country	Primary FTE	Secondary FTE	GDP per capita (in constant 1994 dollars)
Canada	2,400,819	2,455,427	$20,297.72
France	4,100,574	5,993,746	19,233.30
Germany	3,603,943	7,664,633	19,668.28
Italy	2,602,233	4,568,362	18,647.74
Japan	8,798,082	10,258,356	21,170.46
U.K.	4,865,514	5,278,568	17,621.73
U.S.	23,426,455	20,601,665	25,512.28

How students are classified

The International Standard Classification of Education (ISCED) was designed as an instrument for presenting statistics of education internationally, so that comparisons could be made among countries. Many countries report education statistics to UNESCO and OECD using the ISCED. In this classification system, education is divided into several levels.

The following are summary definitions used in this analysis:

- Education preceding the first level (early childhood education) where it is provided, usually begins at age 3, 4, or 5 (sometimes earlier) and lasts for 1–3 years. For the United States, this would be mostly nursery schools and kindergarten classes.

- Education at the first level (primary education) usually begins at age 5, 6, or 7 and lasts for about 5 or 6 years. For the United States, the first level starts with grade 1 and ends with grade 6.

- Education at the second level (lower secondary education) begins at age 11 or 12 and lasts for about 3 years. For the United States, the second level starts with grade 7 and ends with grade 9.

- Education at the third level (upper secondary education) begins at about age 14 or 15 and lasts for about 3 years. For the United States, the third level starts with grade 10 and ends with grade 12.

- Education at the fifth level (non-university higher education) is provided at community colleges, vocational-technical colleges, and other degree-granting institutes whose programs typically take 2 years or more, but less than 4 years, to complete.

- Education at the sixth level (university higher education) is provided in undergraduate programs at 4-year colleges and universities in the United States and, generally, at universities in other countries. Completion of education at the third level (upper secondary education) is usually required as a minimum condition of admission, and admission is, in many cases, competitive.

- Education at the seventh level (graduate and professional higher education) is provided in graduate and professional schools that generally require a university diploma as a minimum condition for admission.
- Education at the ninth level (undistributed) is a classification reserved for enrollments, expenditures, or programs that cannot be unambiguously assigned to one of the aforementioned levels. Some countries, for example, assign non-graded special education or recreational non-degree adult education programs to this level. Other countries assign nothing to this level, preferring instead to allocate enrollments, expenditures, and programs to levels as best they can.

How expenditures are compared across countries

To compare expenditures per student in the United States to expenditures per student in other countries, expenditures must be denominated in a common currency. Conversion of other countries' expenditures to U.S. dollars facilitates comparison with expenditures in the United States. There are at least two methods of conversion: 1) market exchange rates and 2) Purchasing Power Parity (PPP) indices.

The market exchange rate is the rate at which an individual can exchange the currencies of two countries. It is determined by relative confidence in the governments, their monetary systems, and the economies of the two countries and by the relative demand for the goods and services that the two countries trade. Market exchange rates can be highly volatile.[1]

PPP indices are calculated by comparing the cost of a fixed market basket of goods in each country. Changes over time in a PPP index are determined by the rates of inflation in each country. Since PPP indices are less volatile than market exchange rates, they were used here to adjust expenditures and GDP figures.[2]

Because the fiscal year has a different starting month in different countries, within-country GDP consumer price deflators from the OECD National Accounts database were used to adjust education expenditures where the national financial year does not coincide with the calendar year 1994.

Problems in comparing education expenditures across countries

Comparing national expenditures on education can be difficult because the data are dependent on numerous factors, including the size of the economy, the population, and enrollment rates. In addition, the coverage and character of the education expenditure data that countries submit to the OECD vary somewhat. Sometimes an individual expenditure item may be included in the expenditure data from one country, but may not be included in those from another. Below, we examine some of the problems that exist in comparing education expenditures across countries.

Size of the economy: Because GDP levels are the measure against which education expenditures are compared in this analysis, a country's wealth has a significant effect on the amount of resources that can be devoted to education.

Size of the population: The youth population, constituting those between the ages of 5 and 29, is the population that demands the investment of resources in education and training. The greater this population is, the more a country has to spend on education; the smaller the population is, the less a country has to spend on education.

Enrollment rates: Enrollment rates also affect the amount of resources a country needs to invest in education. The proportion of persons between the ages of 5 and 29 who are enrolled either full time or part time in early childhood, primary, secondary, or higher education varies widely across countries. For example, this proportion ranges from less than 32 percent in Germany, Luxembourg, Sweden, and Switzerland to more then 50 percent in Turkey and Mexico.[3]

Discrepancies in expenditure data arise because one country may collect certain kinds of data that another country either does not collect, or does not collect in its "education" data collections. Or, one country may define what constitutes an "education" expenditure differently than another country does. Discrepancies between which expenditure items are included in one country's expenditure figures and not in another's tend to arise in four general domains:

Non-instructional (ancillary) services: Some countries provide fewer ancillary services in their schools and, thus, include fewer expenditures for such services in their education expenditure figures. Examples of ancillary services are school cafeterias; dormitories; intramural school sports programs; school health clinics or visiting school nurse services; attendance (i.e., truancy) services; and speech or psychological therapy services. U.S. schools tend to subsidize relatively more ancillary services through their education budgets than do schools in most other countries. In some countries (e.g., Germany), *none* of the aforementioned services are provided at the primary and lower secondary levels by many schools.

Private expenditures: Some countries' education systems receive large private contributions. The most common forms of private contributions to education are student tuition or fees; organizational subsidies, such as those provided by religious denominations to their own schools; and corporate in-kind contributions, such as those provided by German and Austrian firms to fund vocational courses on the shop floor for participating youth apprentices. Most national education statistics collections attempt to include estimates for such expenditures. However, other private expenditures may be overlooked more often by education data gatherers. Students' or parents' own spending on school supplies, or community organizations' charitable grants and loans to individual students, for example, can only be estimated with the help of household expenditure surveys and diligent perusal of statistical collections outside the domain of traditional educational institutions.

The boundaries of education: Fewer (though, still some) inconsistencies arise when comparing the *instructional* expenditures for *primary* and *secondary* public education in the *academic* track. But, the "borderlands" of education, in particular, tend to cause comparability problems. These borderlands include early childhood education and day care, special education, adult education, vocational/technical education, and proprietary education. Some countries, for example, simply do not collect expenditure data for private "center-based" day care because they do not define this as "education." Indeed, in some countries, even public day care is not managed by education authorities; rather, it is the responsibility of human services departments.

The exact location of each "boundary" also varies from country to country and even within each country. In Canada, for example, vocational students in Québec enter vocational/technical college in the 12th grade, while in the other Canadian provinces with vocational/technical colleges, they enter in the 13th or 14th grade. Thus, vocational/technical students in the other provinces spend another year or two at the upper secondary level. The more time the average student spends in a level of education, the greater will be the expenditures at that level.

University research: Because university spending includes substantial expenditures on research, comparing expenditures on higher education can often be misleading. The proportion of total university spending that is invested in research varies widely, specifically because of variations in the proportion of total national research and development (R & D) that is performed within the domain of higher education institutions.

In addition to variations among countries regarding the production of R & D, countries have not reported their research spending to the same extent when submitting data that were used for this indicator. For example, some countries exclude separately funded or budgeted research, while others include nearly all research outlays by institutions of higher education, when reporting higher education expenditure figures.

Even these four domains do not include all the possible comparability problems. There remain, for example, inconsistencies in how different countries treat public contributions to teacher retirement and fringe benefits, student financial aid, and hospitals.

NCES sponsored a study designed to examine the comparability of national figures on education expenditures. The two-volume study, entitled the *International Education Expenditure Comparability Study*, involved 10 countries and examined in detail the content of the education expenditure data they reported to the OECD.[4]

Thus far, participating education ministries have been receptive to the idea of improving comparability in the OECD data collection. Indeed, some countries had already modified their data submissions to the OECD for the 1993–94 school year, thus improving the comparability of education expenditures across countries for the data used for *The Condition of Education, 1998*. Further improvements were made to the data submissions to the OECD for the 1994–95 school year, the data used for this report. These changes were motivated in part by preliminary findings from the NCES expenditure comparability studies.[5]

NOTES:

[1] For a further argument against using market exchange rates, see Edith M. Rasel and Lawrence Mishel, *Short-changing Education*, Economic Policy Institute, January 1990.

[2] PPP indices for other aggregates such as private consumption expenditures are available. See Stephen M. Barro, *International Comparisons of Education Spending: Some Conceptual and Methodological Issues*, SMB Economic Research, Inc., April 1990, for a discussion of the strengths and weaknesses of using various indices.

[3] Organization for Economic Co-operation and Development, Center for Educational Research and Innovation, *Education at A Glance, OECD Indicators*. Author: Paris, France, 1997, p. 57.

[4] U.S. Department of Education, National Center for Education Statistics. *International Education Expenditure Comparability Study Final Report*, Volume I, Working Paper No. 97-16, by Stephen M. Barro, and Volume II, Working Paper 97-17, by Joel D. Sherman and Richard P. Phelps, Project Officer, Shelley Burns. Washington, D.C.: 1997.

[5] Stephen M. Barro. *Preliminary Findings from the Expenditure Comparability Study*. SMB Economic Research, Inc., June 1993.

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Table 57-1 Average annual salaries (in 1997 constant dollars) of public elementary and secondary teachers: School years ending 1960–97

School year ending	All teachers	Elementary teachers	Secondary teachers	Beginning teachers*
1960	$27,303	$26,319	$28,839	—
1962	29,468	28,533	30,857	—
1964	31,219	30,229	32,630	—
1966	32,642	31,605	34,031	—
1968	35,056	34,041	36,327	—
1970	36,675	35,765	37,802	—
1971	37,471	36,472	38,683	—
1972	37,879	36,782	39,151	$26,779
1973	38,171	37,117	39,420	—
1974	37,099	36,193	38,157	24,523
1975	36,099	35,147	37,212	—
1976	36,490	35,563	37,466	24,305
1977	36,543	35,544	37,697	—
1978	36,408	35,502	37,444	23,437
1979	35,245	34,422	36,225	—
1980	33,039	32,209	34,051	20,771
1981	32,713	31,945	33,636	—
1982	32,894	32,175	33,800	20,961
1983	33,864	33,099	34,840	—
1984	34,612	33,905	35,589	22,070
1985	35,837	35,229	36,728	—
1986	37,192	36,482	38,147	24,459
1987	38,363	37,623	39,337	—
1988	38,867	38,153	39,927	25,328
1989	39,179	38,461	40,046	—
1990	39,675	38,999	40,538	25,356
1991	39,678	38,966	40,652	—
1992	39,584	38,905	40,472	25,996
1993	39,473	38,708	40,432	25,864
1994	39,250	38,701	40,153	25,946
1995	39,092	38,531	39,941	25,779
1996	39,045	38,438	39,942	25,760
1997	38,921	38,375	39,731	25,462

— Not available.

* Salaries of beginning teachers are for the calendar year.

NOTE: Some data are revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1997*, table 77 and American Federation of Teachers, *Survey and Analysis of Salary Trends 1997*, February 1998, table III-2.

Table 57-2 Ratio of the average annual salaries of public elementary and secondary teachers to per capita Gross Domestic Product: School years ending 1960–96

School year ending	All teachers	Elementary teachers	Secondary teachers	Beginning teachers*
1960	1.71	1.65	1.81	—
1962	1.76	1.70	1.84	—
1964	1.74	1.68	1.81	—
1966	1.62	1.57	1.69	—
1968	1.64	1.59	1.70	—
1970	1.71	1.67	1.76	—
1971	1.71	1.66	1.77	—
1972	1.65	1.60	1.70	1.18
1973	1.56	1.52	1.61	—
1974	1.54	1.50	1.58	1.08
1975	1.54	1.50	1.59	—
1976	1.51	1.47	1.55	1.03
1977	1.45	1.41	1.50	—
1978	1.38	1.35	1.42	0.92
1979	1.32	1.29	1.36	—
1980	1.31	1.27	1.35	0.87
1981	1.30	1.27	1.34	—
1982	1.38	1.35	1.42	0.90
1983	1.38	1.35	1.42	—
1984	1.33	1.30	1.37	0.86
1985	1.35	1.32	1.38	—
1986	1.37	1.35	1.41	0.91
1987	1.37	1.35	1.41	—
1988	1.36	1.34	1.40	0.91
1989	1.34	1.32	1.37	—
1990	1.37	1.34	1.39	0.90
1991	1.41	1.39	1.45	—
1992	1.39	1.37	1.42	0.93
1993	1.38	1.35	1.41	0.92
1994	1.34	1.33	1.37	0.90
1995	1.33	1.31	1.36	0.89
1996	1.31	1.29	1.34	0.88

— Not available.

* Salaries of beginning teachers are for the calendar year.

NOTE: Some data are revised from previously published figures. The ratio of teachers' salaries to per capita Gross Domestic Product represents the earnings of teachers relative to the productivity of the general population. A value greater than 1 indicates that teachers' earnings are higher than the productivity of the general population.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1997*, table 77 and American Federation of Teachers, *Survey and Analysis of Salary Trends 1997*, February 1998, table III-2.

Table 57-3 Average compensation (in 1997 constant dollars) received by full-time public school teachers, by selected school characteristics: Summer 1993 and school year 1993–94

	School earnings*				
School characteristics	Total school earnings	Base salary	Summer supplemental earnings	Other school compensation	Non-school compensation
Total	**$38,952**	**$37,512**	**$2,303**	**$2,383**	**$5,617**
Central city	39,377	37,837	2,587	2,432	6,035
Percentage of students eligible for free or reduced-price lunch					
0–5	40,741	39,443	2,290	2,120	6,869
6–20	39,056	37,413	2,454	2,540	5,516
21–40	38,907	37,415	2,255	2,409	6,075
41 or more	39,405	37,912	2,736	2,357	6,063
School level					
Elementary	38,262	37,098	2,349	2,047	5,467
Secondary	41,309	39,136	2,750	2,873	6,513
Combined	41,394	38,990	4,010	2,624	7,708
Percentage of minorities enrolled					
Less than 20 percent	37,990	36,719	1,955	2,212	5,366
20 percent or more	39,694	38,110	2,690	2,456	6,177
School size					
Less than 150	35,528	33,723	3,575	2,756	7,128
150–499	38,619	37,499	2,627	1,854	6,707
500–749	38,316	37,103	2,207	2,140	4,969
750 or more	40,365	38,483	2,686	2,713	6,136
Urban fringe/large town	43,529	42,060	2,312	2,489	5,578
Percentage of students eligible for free or reduced-price lunch					
0–5	49,468	47,656	2,262	2,880	6,841
6–20	43,676	42,077	2,300	2,580	5,607
21–40	41,535	40,134	2,142	2,235	5,342
41 or more	38,646	37,609	2,449	1,952	4,352
School level					
Elementary	42,027	41,037	2,024	2,024	4,661
Secondary	46,167	43,862	2,531	2,985	6,466
Combined	40,851	39,325	2,734	2,383	5,145
Percentage of minorities enrolled					
Less than 20 percent	44,269	42,837	2,040	2,541	5,092
20 percent or more	42,558	41,049	2,500	2,430	5,914
School size					
Less than 150	36,979	35,417	2,818	2,209	6,738
150–499	43,092	42,148	2,226	1,906	4,408
500–749	42,929	41,760	1,979	2,261	4,202
750 or more	44,216	42,277	2,409	2,812	6,607

Table 57-3 Average compensation (in 1997 constant dollars) received by full-time public school teachers, by selected school characteristics: Summer 1993 and school year 1993–94 1993–94—Continued

School characteristics	School earnings*				
	Total school earnings	Base salary	Summer supplemental earnings	Other school compensation	Non-school compensation
Rural/small town	35,176	33,829	2,022	2,277	5,371
Percentage of students eligible for free or reduced-price lunch					
0-5	43,433	41,732	1,818	2,691	5,894
6-20	37,625	36,044	2,029	2,380	5,550
21-40	34,680	33,288	2,102	2,353	4,941
41 or more	32,141	31,046	1,995	2,060	5,541
School level					
Elementary	34,506	33,588	1,739	1,894	4,882
Secondary	36,353	34,284	2,315	2,687	5,857
Combined	33,760	32,228	2,260	2,531	5,690
Percentage of minorities enrolled					
Less than 20 percent	36,106	34,721	1,960	2,310	5,518
20 percent or more	33,116	31,811	2,151	2,278	5,061
School size					
Less than 150	30,465	28,903	2,413	2,258	5,663
150-499	33,823	32,609	1,810	2,168	5,341
500-749	36,200	34,908	1,993	2,206	5,301
750 or more	37,322	35,675	2,300	2,617	5,443
Percentage of students eligible for free or reduced-price lunch					
0-5	46,621	44,909	2,156	2,755	6,570
6-20	40,328	38,728	2,227	2,487	5,564
21-40	37,512	36,093	2,157	2,336	5,306
41 or more	36,333	35,087	2,450	2,162	5,533

* Detailed school earnings were computed using data only from teachers who reported those earnings; therefore, details do not add to total. Included in "total" and "other school compensation" are other sources of income reported after excluding outside income. Data for "Summer supplemental earnings" are for 1993.

NOTE: See the glossary for the definition of urbanicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire).

Table 57-4 Average annual salaries (in 1997 constant dollars) of all teachers: School years ending 1981 and 1997, percentage change in salaries between 1981 and 1997, and 1996 per capita personal income, by region and state

Region and state	All teachers 1980-81	All teachers 1996-97	Percentage change 1981-97	Per capita personal income (1996)	Ratio of teachers' salaries (1996-97) to per capita personal income
50 states and D.C.	**$32,711**	**$38,921**	**19.0**	**$25,002**	**1.6**
New England	29,763	43,879	47.4	29,673	1.5
Connecticut	*32,266	50,965	58.0	34,674	1.5
Maine	25,944	*34,162	31.7	21,506	1.6
Massachusetts	*34,675	44,277	27.7	30,495	1.5
New Hampshire	24,865	*37,261	49.9	27,243	1.4
Rhode Island	36,714	*43,479	18.4	25,151	1.7
Vermont	24,113	*37,598	55.9	23,000	1.6
Mideast	36,321	48,454	33.4	28,908	1.7
Delaware	33,751	41,879	24.1	28,378	1.5
District of Columbia	42,423	*45,494	7.2	34,934	1.3
Maryland	35,222	41,588	18.1	28,269	1.5
New Jersey	33,826	*49,877	47.5	32,073	1.6
New York	39,538	50,090	26.7	29,869	1.7
Pennsylvania	33,167	47,936	44.5	25,388	1.9
Southeast	27,881	33,405	19.8	22,535	1.5
Alabama	28,190	32,897	16.7	20,606	1.6
Arkansas	24,608	*30,296	23.1	19,406	1.6
Florida	28,562	34,243	19.9	24,797	1.4
Georgia	28,635	36,428	27.2	23,519	1.5
Kentucky	29,200	*34,313	17.5	20,264	1.7
Louisiana	30,696	28,650	-6.7	20,128	1.4
Mississippi	24,133	28,017	16.1	17,989	1.6
North Carolina	29,400	*31,559	7.3	22,729	1.4
South Carolina	26,610	33,008	24.0	20,448	1.6
Tennessee	28,028	34,150	21.8	22,467	1.5
Virginia	28,801	*36,220	25.8	25,807	1.4
West Virginia	27,713	33,514	20.9	18,588	1.8
Great Lakes	34,263	41,335	20.6	25,155	1.6
Illinois	36,013	43,136	19.8	27,481	1.6
Indiana	*31,990	38,988	21.9	23,134	1.7
Michigan	*39,328	*44,724	13.7	25,533	1.8
Ohio	31,339	39,246	25.2	24,010	1.6
Wisconsin	32,643	*39,367	20.6	23,870	1.6
Plains	28,339	34,776	22.7	23,966	1.5
Iowa	29,906	33,631	12.5	22,832	1.5
Kansas	28,273	36,220	28.1	23,711	1.5
Minnesota	32,958	*38,381	16.5	26,268	1.5
Missouri	28,590	*34,709	21.4	23,565	1.5
Nebraska	27,591	32,108	16.4	23,457	1.4
North Dakota	25,703	28,007	9.0	20,930	1.3
South Dakota	25,351	27,050	6.7	21,388	1.3
Southwest	29,771	32,522	9.2	22,124	1.5
Arizona	31,890	*33,707	5.7	21,867	1.5
New Mexico	31,169	30,033	-3.6	19,246	1.6
Oklahoma	26,868	29,583	10.1	20,005	1.5
Texas	29,159	32,993	13.1	22,807	1.4
Rocky Mountains	31,355	33,739	7.6	23,020	1.5
Colorado	33,218	*36,562	10.1	26,310	1.4
Idaho	28,012	32,158	14.8	20,305	1.6
Montana	*29,578	*30,270	2.3	19,667	1.5
Utah	31,265	32,090	2.6	20,057	1.6
Wyoming	34,703	32,060	-7.6	22,052	1.5
Far West	39,532	42,571	7.7	25,767	1.7
Alaska	*53,854	*51,391	-4.6	24,973	2.1
California	*38,431	*43,939	14.3	25,944	1.7
Hawaii	39,206	36,225	-7.6	26,003	1.4
Nevada	32,815	37,739	15.0	26,624	1.4
Oregon	*33,459	41,338	23.5	23,618	1.8
Washington	39,430	38,265	-3.0	25,781	1.5

* Estimated by National Education Association (NEA)

NOTE: The ratio of teachers' salaries to per capita personal income represents the earnings of teachers relative to the general population. A value greater than 1 indicates that teachers earn more than the general population.

SOURCE: National Education Association, *Estimates of School Statistics* (Copyright © 1997 by NEA. All rights reserved.) and U.S. Department of Commerce, Bureau of Economic Analysis, *Survey of Current Business*, September 1997.

Table 57-5 Average compensation (in 1997 constant dollars) received by full-time private school teachers, by selected school characteristics: Summer 1993 and school year 1993–94

School characteristics	School earnings[1]				
	Total school earnings	Base salary	Summer supplemental earnings	Other school compensation	Non-school compensation
Total	**$25,183**	**$24,129**	**$2,362**	**$2,093**	**$4,634**
Central city	26,071	24,942	2,312	2,071	4,596
School level					
Elementary	22,488	21,831	1,868	1,660	4,977
Secondary	30,874	29,255	2,255	2,188	4,822
Combined	27,072	25,684	2,651	2,432	4,556
Percentage of minorities enrolled					
Less than 20 percent	25,730	24,738	2,110	2,132	5,184
20 percent or more	25,297	24,115	2,341	2,031	4,265
School size					
Less than 150	20,726	19,751	2,232	1,598	3,037
150–499	23,908	23,080	2,154	1,769	5,150
500–749	27,064	25,853	1,938	2,274	5,283
750 or more	33,798	32,017	2,683	2,732	4,868
Urban fringe/large town	26,266	25,147	2,539	2,230	5,134
School level					
Elementary	23,530	22,802	2,176	1,879	4,479
Secondary	31,244	29,512	2,551	2,490	6,562
Combined	28,333	26,946	2,828	2,455	5,559
Percentage of minorities enrolled					
Less than 20 percent	26,081	25,094	2,261	2,213	5,157
20 percent or more	26,860	25,457	2,859	2,353	5,348
School size					
Less than 150	22,421	21,261	2,822	2,530	4,082
150–499	25,545	24,625	2,240	1,983	5,093
500–749	29,377	28,270	2,115	2,755	5,246
750 or more	32,862	31,011	3,187	2,435	7,603
Rural/small town	21,107	20,350	2,068	1,858	3,856
School level					
Elementary	19,593	19,162	2,300	1,152	3,513
Secondary	29,236	27,206	2,435	3,341	4,056
Combined	19,380	18,778	1,687	1,409	4,119
Percentage of minorities enrolled					
Less than 20 percent	20,410	19,694	2,019	1,912	3,964
20 percent or more	25,735	24,785	2,436	1,833	2,996
School size					
Less than 150	17,775	17,058	2,298	1,929	4,217
150–499	22,239	21,599	1,949	1,629	3,716
500–749	26,783	25,871	(2)	1,907	(2)
750 or more	29,437	27,826	(2)	(2)	(2)

[1] Detailed school earnings were computed using data only from teachers who reported those earnings; therefore, details do not add to total. Included in "total" and "other school compensation" are other sources of income reported after excluding outside income. Data for "Summer supplemental earnings" are for 1993.

[2] Too few sample observations for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Private School Teacher Questionnaire).

Table 57-6 Percentage of public school districts and private schools with salary schedules, average scheduled salaries (in 1997 constant dollars) of full-time teachers, percentage of schools without salary schedules, and average lowest and highest salaries, by selected district characteristics: School year 1993–94

	Districts/schools with salary schedules					Districts/schools without salary schedules		
							Salary range	
District or school characteristics	Percentage with salary schedules	Bachelor's, no experience	Master's, no experience	Master's, 20 years experience	Highest step on schedule	Percentage without salary schedules	Average lowest	Average highest
Public school districts	**93.9**	**$24,080**	**$26,312**	**$40,874**	**$44,503**	**6.1**	**$22,164**	**$32,401**
Region								
Northeast	91.9	28,098	30,455	51,177	56,313	8.1	26,541	49,817
Midwest	91.4	22,932	25,277	39,231	42,193	8.6	19,940	24,927
South	99.5	22,415	23,850	34,000	37,177	0.5	(*)	(*)
West	94.5	24,068	26,916	41,519	45,382	5.5	(*)	(*)
District size								
Less than 1,000	89.6	22,865	25,018	37,740	40,081	10.4	21,501	29,014
1,000–4,999	98.2	25,066	27,349	43,591	48,092	1.8	26,077	53,425
5,000–9,999	98.8	25,948	28,399	45,417	51,041	1.2	(*)	(*)
10,000 or more	99.2	25,495	27,818	43,557	50,061	0.8	(*)	(*)
Percentage of minorities enrolled								
Less than 20 percent	92.6	23,840	26,125	40,777	44,151	7.4	21,473	31,118
20 percent or more	97.2	24,638	26,752	41,084	45,311	2.8	26,558	40,381
Percentage of minority teachers								
Less than 10 percent	93.0	24,010	26,264	41,067	44,571	7.0	22,049	32,017
10 percent or more	98.7	24,404	26,542	39,959	44,183	1.3	(*)	(*)
Private schools	**63.4**	**17,836**	**19,354**	**27,667**	**29,957**	**36.6**	**14,553**	**23,978**
Region								
Northeast	63.8	18,084	19,434	28,692	31,153	36.2	13,901	27,009
Midwest	68.1	17,408	18,879	27,782	29,926	31.9	15,008	22,395
South	57.7	16,555	17,916	24,330	26,662	42.3	14,520	22,485
West	63.7	20,044	22,086	30,752	33,010	36.3	14,892	24,208
School size								
Less than 150	47.9	16,842	18,325	25,192	26,972	52.1	13,587	21,258
150–499	81.9	18,215	19,734	28,784	31,260	18.1	17,102	30,045
500–749	80.0	19,743	21,247	31,423	34,315	20.0	18,911	40,117
750 or more	80.3	21,335	23,338	35,434	40,402	19.7	18,745	45,064
Percentage of minorities enrolled								
Less than 20 percent	63.3	17,497	18,980	27,363	29,645	36.7	13,411	23,001
20 percent or more	63.6	18,590	20,186	28,342	30,649	36.4	17,029	26,098
Percentage of minority teachers								
Less than 10 percent	63.2	17,530	19,007	27,420	29,697	36.8	14,050	23,931
10 percent or more	63.9	18,950	20,615	28,566	30,903	36.1	16,443	24,155

* Too few sample observations for a reliable estimate.

NOTE: Excludes a small number of teachers whose schools did not respond to the questionnaire.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Public and Private School Teacher and Teacher Demand and Shortage questionnaires).

Table 58-1 Percentage of public secondary students in selected subjects taught by teachers without selected qualifications, by percentage of students eligible for free or reduced-price lunch and class subject: School year 1993–94

Class subject	Percentage of students eligible for free or reduced-price lunch			
	0-5	6-20	21-40	41-100
	Did not major in class subject			
English	17.5	23.4	26.4	28.8
Social sciences	11.0	13.3	15.9	19.5
Mathematics	26.7	28.4	34.7	39.9
Science	16.3	18.0	18.0	26.2
Foreign languages	19.6	15.9	25.5	17.9
Visual and performing arts	10.3	12.1	18.5	14.9
Health and physical education	8.8	8.4	9.2	10.1
Vocational education	16.4	17.4	18.4	21.6
	Did not major or minor in class subject			
English	11.6	17.3	16.1	18.5
Social sciences	8.2	6.0	8.5	12.8
Mathematics	16.7	20.3	23.9	25.9
Science	8.0	9.9	8.5	13.5
Foreign languages	10.6	8.8	13.7	12.0
Visual and performing arts	9.8	10.8	16.1	14.4
Health and physical education	6.1	7.3	6.6	7.3
Vocational education	14.5	15.8	17.7	19.4
	Not certified in class subject			
English	6.0	8.8	10.1	13.2
Social sciences	7.7	12.2	10.6	13.9
Mathematics	10.7	12.4	14.0	21.2
Science	6.9	5.7	11.2	13.4
Foreign languages	12.8	9.1	12.6	16.6
Visual and performing arts	7.5	12.2	13.1	16.1
Health and physical education	6.5	8.8	8.5	10.4
Vocational education	9.5	10.9	13.2	13.0

NOTE: See the supplemental note to this indicator for the definition of student percentages, certification in class subject, and major/minor in class subject.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Public School Teacher Questionnaire).

Table 58-2 Percentage of secondary students in selected subjects taught by teachers without selected qualifications, by control of school, percentage of minority students enrolled in school, and class subject: School year 1993–94

Class subject	Public				Private			
	0-4	5-19	20-49	50-100	0-4	5-19	20-49	50-100
				Did not major in class subject				
English	21.9	20.9	26.5	28.3	19.5	26.0	27.1	36.0
Social sciences	14.0	13.2	15.8	15.7	4.4	19.7	4.1	(*)
Mathematics	25.4	28.6	34.4	39.1	23.2	41.3	37.1	40.6
Science	18.6	12.9	21.7	23.3	16.8	11.6	19.4	(*)
Foreign languages	18.5	19.9	22.2	13.3	29.1	34.7	29.2	(*)
Visual and performing arts	10.8	12.8	13.3	20.5	9.5	23.6	13.5	(*)
Health and physical education	9.0	7.5	8.7	9.8	(*)	13.6	19.9	(*)
Vocational education	13.8	16.8	22.7	26.6	25.7	40.2	(*)	(*)
				Did not major or minor in class subject				
English	15.8	14.0	18.1	17.4	12.9	23.1	21.1	27.8
Social sciences	7.3	7.2	8.1	10.4	3.6	15.6	2.6	(*)
Mathematics	18.0	19.3	22.3	27.7	17.3	31.8	28.6	38.1
Science	9.1	6.9	12.1	11.2	7.5	6.6	11.3	(*)
Foreign languages	7.7	11.1	14.3	8.7	23.2	27.0	21.6	(*)
Visual and performing arts	10.2	11.3	12.0	18.6	8.8	20.2	7.7	(*)
Health and physical education	6.4	5.5	6.9	8.4	(*)	13.6	11.1	(*)
Vocational education	11.7	15.8	21.7	22.1	24.5	40.2	(*)	(*)
				Not certified in class subject				
English	7.9	7.9	10.2	12.3	20.7	37.9	38.9	43.5
Social sciences	10.0	9.2	13.9	12.7	21.2	40.3	27.5	(*)
Mathematics	10.3	12.6	13.7	20.9	39.6	43.5	51.6	59.4
Science	7.4	7.3	6.7	14.5	16.3	23.8	54.7	(*)
Foreign languages	8.6	10.9	11.5	15.1	43.7	44.3	50.0	(*)
Visual and performing arts	10.4	12.0	12.3	16.6	28.8	50.0	34.6	(*)
Health and physical education	7.7	7.7	8.4	9.6	(*)	35.1	33.7	(*)
Vocational education	10.4	9.4	14.2	12.4	25.9	43.7	(*)	(*)

* Too few sample observations for a reliable estimate.

NOTE: See the supplemental note to this indicator for the definition of student percentages, certification in class subject, and major/minor in class subject.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Public and Private School Teacher questionnaires).

Table 58-3 Percentage of public secondary students in selected subjects taught by teachers without selected qualifications, by urbanicity, percentage of students eligible for free or reduced-price lunch, and class subject: School year 1993–94

	Central city				Urban fringe/large town				Rural/small town			
Class subject	0-5	6-20	21-40	41-100	0-5	6-20	21-40	41-100	0-5	6-20	21-40	41-100
					Did not major in class subject							
English	19.4	28.3	24.2	28.1	17.0	19.1	27.5	27.0	17.9	24.7	27.2	30.1
Social sciences	8.0	13.9	13.4	19.2	8.2	11.9	13.7	9.5	17.3	14.1	18.9	23.0
Mathematics	38.4	32.3	35.0	44.1	28.9	25.4	36.1	46.6	17.2	28.8	33.6	31.6
Science	27.6	13.1	17.7	26.1	14.8	25.4	19.2	25.9	14.2	15.0	17.5	26.5
Foreign languages	19.2	11.9	30.7	8.5	17.6	15.8	20.2	(*)	24.5	18.5	25.1	29.8
Visual and performing arts	34.1	11.4	23.2	17.9	8.3	9.4	22.8	8.6	5.4	14.1	13.5	13.9
Health and physical education	5.7	9.3	9.5	5.8	9.3	8.6	5.7	7.6	9.7	7.8	11.0	15.0
Vocational education	18.0	19.2	21.6	29.7	18.0	15.3	21.1	26.5	13.2	18.0	15.3	13.9
					Did not major or minor in class subject							
English	18.2	21.7	12.2	16.6	9.8	14.6	18.7	16.7	12.2	17.5	16.8	20.7
Social sciences	4.3	6.2	7.7	15.5	5.6	4.2	9.9	3.7	14.4	7.4	7.9	12.3
Mathematics	28.2	20.8	27.7	26.2	16.6	19.3	24.0	36.2	11.9	20.8	21.0	18.7
Science	0.3	6.5	9.2	11.3	9.0	14.6	9.0	18.3	9.7	8.0	7.7	14.5
Foreign languages	13.2	5.0	17.0	7.4	8.7	11.0	13.2	(*)	13.6	9.1	11.3	17.6
Visual and performing arts	34.1	9.3	21.3	17.5	7.9	7.1	19.5	8.6	4.4	13.7	11.2	13.1
Health and physical education	2.4	9.2	6.5	4.3	8.8	7.5	4.6	7.3	2.4	6.4	7.9	10.1
Vocational education	14.1	16.5	20.5	26.8	16.7	14.6	19.8	23.8	10.8	16.2	15.2	12.3
					Not certified in class subject							
English	3.5	9.6	9.3	14.0	6.0	7.9	10.3	12.6	7.2	9.2	10.6	12.6
Social sciences	5.9	20.3	6.6	18.0	8.3	7.7	15.7	7.0	7.3	11.9	9.3	11.0
Mathematics	10.9	12.2	13.9	22.3	14.0	9.2	13.7	24.7	4.3	15.3	14.3	18.4
Science	7.2	2.9	9.9	19.3	5.6	8.4	10.7	17.0	9.1	5.2	12.5	6.2
Foreign languages	26.3	6.0	9.1	14.0	12.2	9.3	20.0	(*)	6.0	10.8	9.8	20.7
Visual and performing arts	1.8	12.8	15.0	10.1	10.7	10.3	18.3	21.1	4.4	13.1	9.3	19.8
Health and physical education	2.6	8.7	8.7	14.4	8.6	4.9	9.6	6.6	4.4	12.5	7.8	8.0
Vocational education	6.2	7.0	17.6	12.4	13.8	11.3	13.3	24.6	3.3	12.3	11.1	10.5

* Too few sample observations for a reliable estimate.

NOTE: See the supplemental note to this indicator for the definition of student percentages, certification in class subject, and major/minor in class subject.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Public School Teacher Questionnaire).

Table 58-4 Percentage of secondary students in selected subjects taught by teachers without selected qualifications, by control of school, school size, and class subject: School year 1993–94

	Public				Private			
Class subject	Less than 150	150-499	500-749	750 or more	Less than 150	150-499	500-749	750 or more
Did not major in class subject								
English	36.5	24.5	27.9	23.0	55.2	21.5	23.2	24.6
Social sciences	30.6	20.5	17.5	12.1	13.0	19.1	2.0	7.3
Mathematics	42.3	33.7	38.0	29.5	39.2	38.2	32.0	36.6
Science	22.9	25.4	16.5	18.0	16.6	11.6	27.3	10.0
Foreign languages	51.0	27.8	20.8	16.4	50.2	31.1	43.9	20.8
Visual and performing arts	12.8	11.9	15.3	14.0	28.0	17.4	20.5	(*)
Health and physical education	23.9	13.8	5.4	8.0	(*)	26.4	(*)	(*)
Vocational education	15.5	17.4	22.4	19.1	(*)	39.3	(*)	(*)
Did not major or minor in class subject								
English	28.8	16.0	19.6	15.1	45.7	17.8	17.8	19.6
Social sciences	14.1	9.9	10.7	7.0	12.2	14.9	2.0	5.5
Mathematics	34.0	24.9	24.9	20.0	33.7	27.1	26.3	30.7
Science	13.7	10.6	7.2	10.0	9.5	7.0	12.5	6.6
Foreign languages	28.0	15.2	12.0	9.2	44.0	24.7	31.6	16.2
Visual and performing arts	10.1	10.8	13.9	12.7	26.9	15.6	14.4	(*)
Health and physical education	15.9	10.5	3.3	6.5	(*)	25.5	(*)	(*)
Vocational education	11.3	16.8	21.4	16.6	(*)	39.3	(*)	(*)
Not certified in class subject								
English	13.8	9.6	11.3	9.0	53.7	33.5	29.7	34.7
Social sciences	10.9	10.1	15.0	10.5	42.4	40.7	11.1	34.9
Mathematics	18.7	16.4	14.8	13.6	57.6	41.7	52.8	45.4
Science	7.5	8.9	8.9	8.9	74.1	25.5	24.8	29.4
Foreign languages	18.9	13.1	10.1	11.1	81.3	53.6	41.5	39.8
Visual and performing arts	13.9	15.6	13.2	11.1	61.4	44.8	26.2	(*)
Health and physical education	14.4	11.6	7.9	7.4	(*)	52.2	(*)	(*)
Vocational education	10.7	13.2	12.6	10.7	(*)	54.9	(*)	(*)

* Too few sample observations for a reliable estimate.

NOTE: See the supplemental note to this indicator for the definition of student percentages, certification in class subject, and major/minor in class subject.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Public and Private School Teacher questionnaires).

Table 58-5 Percentage of secondary students in selected subjects taught by teachers without selected qualifications, by control of school, urbanicity, and class subject: School year 1993–94

Class subject	Public			Private		
	Central city	Urban fringe/ large town	Rural/ small town	Central city	Urban fringe/ large town	Rural/ small town
			Did not major in class subject			
English	26.4	21.2	25.7	24.3	30.5	16.9
Social sciences	15.2	10.7	17.3	7.2	17.8	5.0
Mathematics	37.2	30.4	28.7	36.0	38.1	31.0
Science	19.2	20.5	17.6	18.8	11.6	8.5
Foreign languages	16.9	16.4	22.6	33.3	31.5	20.7
Visual and performing arts	18.5	11.3	12.8	21.7	12.5	12.0
Health and physical education	7.4	7.6	10.4	14.3	31.8	28.6
Vocational education	24.5	19.2	16.5	52.9	43.2	(*)
			Did not major or minor in class subject			
English	17.1	14.4	17.5	20.7	22.3	16.9
Social sciences	9.9	5.7	9.1	5.3	15.4	2.2
Mathematics	25.7	21.2	19.1	26.0	31.6	29.4
Science	8.1	11.7	9.3	9.5	7.4	5.7
Foreign languages	9.6	10.2	11.4	23.0	29.5	14.2
Visual and performing arts	17.2	9.6	11.8	15.6	11.9	12.0
Health and physical education	5.7	6.8	7.2	9.6	17.4	27.9
Vocational education	21.2	17.1	15.1	49.7	43.2	(*)
			Not certified in class subject			
English	10.5	8.3	10.1	31.6	37.8	42.1
Social sciences	14.3	10.1	10.2	36.6	32.3	16.3
Mathematics	16.2	12.2	14.5	44.3	46.2	56.3
Science	10.4	8.6	8.1	40.9	16.8	29.7
Foreign languages	11.0	11.7	11.0	39.1	50.7	63.2
Visual and performing arts	12.2	12.2	12.6	30.5	43.4	53.5
Health and physical education	9.3	6.6	9.1	47.6	27.2	34.9
Vocational education	11.5	13.3	10.3	67.2	32.6	(*)

* Too few sample observations for a reliable estimate.

NOTE: See the supplemental note to this indicator for the definition of student percentages, certification in class subject, and major/minor in class subject.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Public and Private School Teacher questionnaires).

Note to Indicator 58: Definition of student percentages, certification in class subject, and major/minor in class subject

Indicator 58 reports the percentages of students taught by full-time teachers who had not majored or minored or become certified in the subject field that they were teaching. These values were calculated from Schools and Staffing Survey Public and Private School Teacher questionnaire information on the number of classes teachers taught, the number of students the teachers had in each class, the subject matter taught in each class, and the teachers' education and certification. The information obtained from each teacher was weighted to properly represent national levels.

For example, the following procedure was used to calculate the percentage of mathematics students taught by non-certified mathematics teachers. First, for each full-time teacher who reported teaching a mathematics class, the weighted number of students in each class was summed to get an estimate of the total number of mathematics students who were taught by these teachers. Next, for each full-time teacher who was not certified to teach mathematics, the weighted number of students in each mathematics class was summed to get an estimate of the number of mathematics students taught by non-certified teachers. Finally, the estimated number of mathematics students taught by non-certified teachers was divided by the estimated total number of mathematics students. The percentages reported in each of the tables in this analysis were calculated by limiting the selection to specific subjects and specific school and teacher characteristics.

There are many ways to match a major/minor field of study with a class subject. One method is to include both the general or specific field and the education major/minor parallel field as a match for a specific class subject. For example, a general definition of a teacher who majored or minored in mathematics or mathematics education could be defined as having majored or minored in the subject of mathematics. A more strict definition would exclude the mathematics teachers who majored or minored in mathematics education. The more general definition is used for all the core subjects in all the tables in this analysis.

Class subjects excluded from the text table and supplemental tables

Some classes are excluded from this analysis because it was difficult to match each class subject matter to the appropriate major/minor, or as in the case of computer science, a major/minor in the field has existed for only a few years. The following subject matters were excluded from the tables in this analysis: computer science, driver education, religion, philosophy, and unspecified.

Certification in class subject

Certification in this analysis is defined as having advanced, standard, or probationary certification by a state or a full certification by an accrediting body other than a state. Teachers with a temporary or emergency certification were classified as not certified in this analysis.

The table below shows teacher certifications classified by class subject. Teachers were classified as being certified in a class subject if they were certified in an assignment field (shown in the right-hand column) that corresponds to the subject matter (listed in the left-hand column).

Class subject(s)	Certification in assignment field(s)
English	English/language arts, reading, bilingual education, English as a second language
Social sciences	Social studies/social sciences (including history), American Indian/Native American studies
Mathematics	Mathematics
Natural sciences	Geology/earth science, space science education, physical science, general science and all other sciences (e.g., biology/life science, chemistry, physics)
Foreign languages	French, German, Latin, Russian, Spanish, other foreign languages, English as a second language

Class subject(s)	Certification in assignment field(s)
Health and physical education	Health, physical education
Vocational education	Accounting, agriculture, business, marketing, health occupations, industrial arts, trade and industry, technical, other vocational/technical education, home economics, journalism

Majored or minored in class subject

Teachers were classified as having majored or minored in a class subject if they majored or minored in a field (shown in the right-hand column) that corresponds to the class subject (listed in the left-hand column). Both undergraduate and graduate level degrees were considered in determining if a match had occurred.

Class subject(s)	Major/minor field(s)
English	English/language arts, reading, bilingual education, English as a second language
Social sciences	Social studies/social sciences education, cross-cultural education, area and ethnic studies, psychology, public affairs, economics, history, political science and government, sociology, other social sciences
Mathematics	Mathematics, mathematics education, engineering, physics
Natural sciences	Geology/earth science, science education, biology/life science, chemistry, and physics
Foreign languages	French, German, Latin, Russian, Spanish, other foreign languages, foreign language education, bilingual education, English as a second language
Visual and performing arts	Art, dance, drama/theater, music
Health, physical education	Health professions and occupations, physical education/health education
Vocational education	Agricultural education, home economics education, industrial arts, vocational and technical, trade and industrial education, agricultural and natural resources, business and management, business, commerce, and distributive education, communications and journalism

Table 59-1 Change in teaching status of full-time teachers between the 1993–94 and 1994–95 school years, by control of school and age of teacher

Age of teacher	Public				Private			
	Percentage distribution	Teaching at same school	Moved to another school	Left teaching	Percentage distribution	Teaching at same school	Moved to another school	Left teaching
Total	**100.0**	**87.2**	**6.7**	**6.1**	**100.0**	**83.8**	**6.0**	**10.2**
Younger than 25	1.5	83.2	14.4	2.4	4.1	69.7	13.2	17.1
25–29	9.9	76.6	13.5	9.9	14.8	77.5	10.5	12.0
30–39	23.7	85.7	8.0	6.3	24.8	77.5	8.1	14.5
40–49	39.9	91.1	5.4	3.5	34.8	88.2	4.1	7.7
50–59	21.6	90.1	4.5	5.4	16.7	93.1	2.4	4.5
60–64	2.6	67.4	1.6	31.0	3.4	87.6	(*)	10.4
65 and older	0.7	64.8	(*)	32.4	1.4	73.6	(*)	24.0

* Too few sample observations for a reliable estimate.

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94, and the Teacher Follow-up Survey, 1994–95.

Table 59-2 Change in teaching status of teachers between the 1993–94 and 1994–95 school years, destination of leavers, and reasons for leaving, by control of school and work status

Teaching status, destination, and reasons for leaving	Public			Private		
	Total	Full time	Part time[1]	Total	Full time	Part time[1]
	Teaching status					
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Left teaching	6.6	6.1	11.1	11.9	10.2	18.8
Moved to another school	7.2	6.7	12.1	5.8	6.0	4.8
Teaching at same school	86.3	87.2	76.8	82.3	83.8	76.4
	Destination of leavers					
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Working in education	21.1	14.0	60.0	11.9	9.7	16.8
Working outside education	20.3	21.0	16.7	34.1	33.4	35.5
Attending college	2.4	2.5	1.6	8.6	9.1	7.4
Homemaking/child rearing	16.2	17.3	9.9	17.1	20.3	10.2
Retired	27.0	30.8	6.6	10.8	8.9	14.9
Disabled	1.7	1.9	(2)	1.8	0.9	(2)
Other	11.3	12.4	5.1	15.7	17.7	11.6
	Reasons for leaving					
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Family or personal move	10.1	11.4	2.6	16.2	18.9	10.5
Pregnancy/child rearing	14.3	15.6	7.3	10.2	12.1	6.1
Health	4.7	5.3	1.4	4.0	2.3	7.6
Retirement	27.3	31.0	7.4	9.3	5.7	17.1
To pursue another career	12.1	7.3	38.1	16.3	15.5	18.0
For better salary or benefits	6.5	6.1	8.4	7.7	7.1	9.0
To take courses to improve career opportunities in the field of education	6.1	3.6	19.6	6.3	6.6	5.5
To take courses to improve career opportunities outside the field of education	0.5	0.6	(2)	0.8	(2)	(2)
School staffing action	3.2	2.9	4.3	8.2	6.4	12.2
To take a sabbatical or other break from teaching	3.4	3.7	1.8	4.9	6.8	0.9
Dissatisfied with teaching as a career	5.3	5.3	5.5	5.0	6.4	1.9
Other family or personal reason	6.6	7.2	3.5	11.1	11.9	9.6

[1] Data have high coefficients of variation; interpret with caution.

[2] Too few sample observations for a reliable estimate.

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94, and the Teacher Follow-up Survey, 1994–95.

Table 59-3 Change in teaching status of teachers between the 1993–94 and 1994–95 school years, destination of leavers, and selected reasons for leaving, by control and level of school and work status

Teaching status, destination, and selected reasons for leaving	Public Total	Public Full time	Public Part time[1]	Private Total	Private Full time	Private Part time[1]
Elementary						
Teaching status						
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Left teaching	6.4	5.8	11.0	11.5	10.3	16.8
Moved to another school	7.6	7.1	11.6	6.1	6.2	5.7
Teaching at same school	86.0	87.1	77.5	82.4	83.5	77.5
Destination of leavers						
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Working in education	25.7	16.1	64.2	8.9	5.7	17.4
Working outside education	12.8	12.5	14.2	30.3	32.1	25.6
Attending college	2.0	2.1	1.4	10.2	12.0	5.4
Homemaking/child rearing	16.8	18.2	11.1	16.2	18.5	10.2
Retired	28.4	34.6	3.3	14.3	10.6	23.9
Disabled	0.5	0.6	(2)	2.3	(2)	(2)
Other	13.9	15.9	5.9	17.8	20.8	10.2
Reasons for leaving						
Retirement	27.4	33.4	3.2	10.6	5.9	22.7
Family or personal move	11.2	13.2	3.2	15.0	18.1	7.0
To pursue another career	14.9	8.4	40.9	16.3	14.1	22.0
Pregnancy/child rearing	16.3	18.5	7.6	13.7	16.4	6.7
Dissatisfied with teaching as a career	2.8	3.0	2.1	4.2	5.7	(2)
Secondary						
Teaching status						
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Teaching at same school	86.6	87.4	75.5	82.2	84.2	75.0
Moved to another school	6.7	6.2	13.1	5.2	5.7	3.7
Left teaching	6.7	6.4	11.4	12.6	10.1	21.3
Destination of leavers						
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Working in education	16.4	11.9	52.0	15.9	15.7	16.2
Working outside education	28.2	29.0	21.5	38.9	35.3	45.0
Attending college	2.8	2.9	1.8	6.5	4.8	9.4
Homemaking/child rearing	15.6	16.5	7.8	18.3	23.2	10.3
Retired	25.6	27.2	12.9	6.2	6.2	6.2
Disabled	2.9	3.2	(2)	(2)	(2)	(2)
Other	8.6	9.2	3.6	13.0	13.0	13.0
Reasons for leaving						
Retirement	27.3	28.7	15.5	7.7	5.3	11.7
Family or personal move	8.9	9.8	1.6	17.7	20.1	13.9
To pursue another career	9.1	6.2	32.8	16.4	17.7	14.1
Pregnancy/child rearing	12.2	12.9	6.8	5.6	5.6	5.6
Dissatisfied with teaching as a career	7.9	7.4	11.9	6.0	7.5	3.5

[1] Data have high coefficients of variation; interpret with caution.

[2] Too few sample observations for a reliable estimate.

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94, and the Teacher Follow-up Survey, 1994–95.

Table 59-4 Change in teaching status of full-time public secondary teachers between the 1993–94 and 1994–95 school years, by main assignment field in the 1993–94 school year

Teaching status	Academic: Science/ mathematics	Academic: Non-science/ mathematics	Vocational	Special groups	Other fields
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Left teaching	6.9	6.2	5.2	7.0	8.8
Moved to another school	9.8	4.3	5.3	8.0	5.5
Teaching at same school	83.3	89.5	89.5	85.1	85.7

NOTE: The subjects in the main assignment fields were 1) Academic: Science/mathematics (biology, chemistry, computer science, geology, mathematics, physics, and general and other sciences); 2) Academic: Non-science/mathematics (English and reading, art, foreign languages, music, religion, philosophy, and social studies); 3) Vocational (accounting, agriculture, business, health, industrial arts, trade, technical, and other vocational); 4) Special groups (special education, remedial education, bilingual education, English as a second language, and education of the gifted); and 5) Other fields (physical education, general education, and other). Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94, and the Teacher Follow-up Survey, 1994–95.

Table 59-5 Full-time teachers' reasons for leaving teaching between the 1987–88 and 1988–89, 1990–91 and 1991–92, and 1993–94 and 1994–95 school years, by control of school

	Public			Private		
Reasons for leaving	Between 1987-88 and 1988-89	Between 1990-91 and 1991-92	Between 1993-94 and 1994-95	Between 1987-88 and 1988-89	Between 1990-91 and 1991-92	Between 1993-94 and 1994-95
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Family or personal move	9.1	9.9	11.4	20.8	15.8	18.9
Pregnancy/child rearing	20.0	10.4	15.6	21.9	11.9	12.1
Health	2.4	3.7	5.3	1.8	4.1	2.3
Retirement	24.4	31.8	31.0	4.9	8.8	5.7
To pursue another career	10.5	6.6	7.3	10.2	16.3	15.5
For better salary or benefits	4.4	3.5	6.1	9.0	5.2	7.1
To take courses to improve career opportunities in the field of education	3.2	6.5	3.6	4.6	4.9	6.6
To take courses to improve career opportunities outside the field of education	1.3	1.3	0.6	0.8	5.8	(*)
School staffing action	4.6	10.0	2.9	6.4	12.6	6.4
To take a sabbatical or other break from teaching	5.9	2.2	3.7	5.6	2.6	6.8
Dissatisfied with teaching as a career	8.9	8.9	5.3	7.2	5.4	6.4
Other family or personal reason	5.1	5.2	7.2	6.9	6.7	11.9

* Too few sample observations for a reliable estimate.

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88, 1990–91, and 1993–94, and the Teacher Follow-up Survey, 1988–89, 1991–92, and 1994–95.

Table 59-6 Change in teaching status of full-time teachers between the 1993–94 and 1994–95 school years, destination of leavers, and reasons for leaving, by control and level of school

Teaching status, destination, and reasons for leaving	Public			Private		
	Total	Elementary	Secondary	Total	Elementary	Secondary
			Teaching status			
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Left teaching	6.1	5.8	6.4	10.2	10.3	10.1
Moved to another school	6.7	7.1	6.2	6.0	6.2	5.7
Teaching at same school	87.2	87.1	87.4	83.8	83.5	84.2
			Destination of leavers			
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Working in education	14.0	16.1	11.9	9.7	5.7	15.7
Working outside education	21.0	12.5	29.0	33.4	32.1	35.3
Attending college	2.5	2.1	2.9	9.1	12.0	4.8
Homemaking/child rearing	17.3	18.2	16.5	20.3	18.5	23.2
Retired	30.8	34.6	27.2	8.9	10.6	6.2
Disabled	1.9	0.6	3.2	0.9	—	—
Other	12.4	15.9	9.2	17.7	20.8	13.0
			Reasons for leaving			
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Family or personal move	11.4	13.2	9.8	18.9	18.1	20.1
Pregnancy/child rearing	15.6	18.5	12.9	12.1	16.4	5.6
Health	5.3	5.4	5.1	2.3	2.7	1.8
Retirement	31.0	33.4	28.7	5.7	5.9	5.3
To pursue another career	7.3	8.4	6.2	15.5	14.1	17.7
For better salary or benefits	6.1	4.4	7.8	7.1	7.6	6.2
To take courses to improve career opportunities in the field of education	3.6	3.1	4.0	6.6	7.2	5.8
To take courses to improve career opportunities outside the field of education	0.6	0.3	0.9	—	—	—
School staffing action	2.9	1.1	4.7	6.4	2.3	12.5
To take a sabbatical or other break from teaching	3.7	1.4	5.8	6.8	9.2	3.2
Dissatisfied with teaching as a career	5.3	3.0	7.4	6.4	5.7	7.5
Other family or personal reason	7.2	7.8	6.7	11.9	10.8	13.5

— Too few sample observations for a reliable estimate.

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94, and the Teacher Follow-up Survey, 1994–95.

Table 59-7 Percentage distribution of the change in teaching status of full-time teachers between the 1993–94 and 1994–95 school years, by level and control of school, and age and race/ethnicity of teacher

Age and race/ethnicity of teacher	Elementary			Secondary		
	Stayers	Movers	Leavers	Stayers	Movers	Leavers
			All teachers			
Total	**86.6**	**7.0**	**6.4**	**87.1**	**6.2**	**6.8**
Age						
Younger than 25	81.3	13.3	5.4	77.1	15.2	7.7
25-29	79.3	11.0	9.7	73.4	15.6	11.0
30-39	82.1	9.8	8.0	87.4	6.1	6.5
40-49	91.3	5.4	3.2	90.2	5.1	4.6
50-59	91.2	4.5	4.4	89.7	4.2	6.2
60-64	65.1	0.7	34.2	74.7	2.5	22.8
65 and older	61.7	—	34.4	72.8	—	26.0
Race/ethnicity						
White	87.2	6.6	6.2	87.3	6.0	6.8
Black	84.1	8.4	7.5	86.2	8.1	5.7
Hispanic	81.6	10.2	8.2	80.5	9.0	10.5
Asian/Pacific Islander	85.4	9.0	5.6	92.3	5.5	2.2
American Indian/Alaskan Native	84.6	7.8	7.6	92.7	3.9	3.4
			Public school teachers			
Total	**87.1**	**7.1**	**5.8**	**87.4**	**6.2**	**6.4**
Age						
Younger than 25	84.5	14.1	1.4	81.4	14.8	3.8
25-29	79.8	11.3	8.9	72.6	16.2	11.2
30-39	83.0	9.9	7.1	88.4	6.1	5.5
40-49	91.7	5.7	2.6	90.4	5.2	4.4
50-59	91.0	4.7	4.4	89.3	4.4	6.3
60-64	60.7	—	39.3	72.8	2.9	24.3
65 and older	59.1	—	35.9	71.8	—	28.1
Race/ethnicity						
White	87.7	6.7	5.6	87.6	6.0	6.4
Black	84.4	8.4	7.2	85.7	8.4	5.9
Hispanic	82.1	10.3	7.5	80.7	8.8	10.5
Asian/Pacific Islander	88.2	9.3	2.5	—	—	—
American Indian/Alaskan Native	85.2	7.9	6.9	93.4	3.6	2.9

Table 59-7 Percentage distribution of the change in teaching status of full-time teachers between the 1993–94 and 1994–95 school years, by level and control of school, and age and race/ethnicity of teacher—Continued

Age and race/ethnicity of teacher	Elementary			Secondary		
	Stayers	Movers	Leavers	Stayers	Movers	Leavers
			Private school teachers			
Total	**83.5**	**6.2**	**10.3**	**84.2**	**5.7**	**10.1**
Age						
Younger than 25	73.6	11.4	15.0	62.4	16.6	21.0
25–29	76.8	9.9	13.3	78.5	11.6	9.9
30–39	76.8	9.2	13.9	78.4	6.3	15.3
40–49	88.2	3.9	7.9	88.3	4.3	7.4
50–59	92.9	2.8	4.3	93.4	1.9	4.7
60–64	—	—	—	—	—	—
65 and older	—	—	—	—	—	—
Race/ethnicity						
White	84.2	6.1	9.7	84.0	5.6	10.4
Black	81.0	8.5	10.5	—	—	—
Hispanic	—	—	—	—	—	—
Asian/Pacific Islander	—	—	—	—	—	—
American Indian/Alaskan Native	—	—	—	—	—	—

— Too few sample observations for a reliable estimate.

NOTE: Stayers are teachers who taught in the 1993–94 school year and continued to teach at the same school during the 1994–95 school year, movers are teachers who taught in the 1993–94 school year, but who moved to a different school to teach in the 1994–95 school year, and leavers are teachers who taught in the 1993–94 school year who left the teaching profession prior to the 1994–95 school year.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94, and the Teacher Follow-up Survey, 1994–95.

Table 60-1 Percentage of postsecondary instructional faculty and staff, by employment status and control and type of institution: Fall 1987 and 1992

Employment status	Total	Control of institution		Type of institution					
		Public	Private	Research	Doctoral	Comprehensive	Liberal arts	2-year	Other
					Fall 1987				
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Part time	33.1	32.2	34.9	16.7	24.3	29.8	32.6	51.5	52.1
Full time	66.9	67.8	65.1	83.3	75.7	70.2	67.4	48.5	47.9
					Fall 1992				
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Part time	41.6	41.4	42.2	23.4	32.6	38.6	35.7	60.2	37.8
Full time	58.4	58.6	57.8	76.6	67.4	61.4	64.3	39.8	62.2

NOTE: Details may not add to totals due to rounding. See the supplemental note to this indicator for a description of types of institutions.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Study of Postsecondary Faculty, 1988 and 1993.

Table 60-2 Percentage of postsecondary instructional faculty and staff and average number of classes taught, control and type of institution, selected faculty characteristics, and employment status: Fall 1992

Selected faculty characteristics	Total	Control of institution: Public	Control of institution: Private	Type of institution: Research	Type of institution: Doctoral	Type of institution: Comprehensive	Type of institution: Liberal arts	Type of institution: 2-year	Type of institution: Other
				Part time					
Total	**41.6**	**41.4**	**42.2**	**23.4**	**32.6**	**38.6**	**35.7**	**60.2**	**37.8**
Highest degree achieved									
Doctor's	17.2	14.7	22.1	11.3	14.6	16.0	16.5	41.5	22.7
First professional	40.5	37.5	44.5	25.1	38.4	47.2	34.2	76.6	43.4
Master's	55.0	53.4	59.0	54.3	60.0	57.9	48.5	55.2	41.5
Bachelor's	75.0	75.0	75.0	67.5	81.2	84.5	72.2	74.6	59.4
Less than bachelor's	73.1	73.0	75.9	0.0	89.9	66.8	100.0	73.2	74.8
Race/ethnicity									
White	42.2	41.8	42.9	23.7	33.5	39.2	35.5	60.9	38.4
Black	40.0	38.2	44.5	23.5	31.0	34.2	37.1	52.4	51.2
Hispanic	44.7	46.5	37.4	29.3	28.2	37.1	55.4	59.1	19.7
Asian/Pacific Islander	30.5	31.9	26.9	17.5	19.2	31.9	30.1	54.5	27.5
American Indian/Alaskan Native	47.1	44.5	56.0	25.4	21.9	49.5	12.2	57.1	0.0
Average number of classes taught*									
Total	1.8	1.8	1.7	1.7	1.6	1.7	1.8	1.8	1.8
Undergraduate	1.8	1.8	1.7	1.7	1.6	1.7	1.8	1.8	1.8
Graduate	1.4	1.4	1.4	1.4	1.4	1.4	1.3	1.5	1.4
				Full time					
Total	**58.4**	**58.6**	**57.8**	**76.6**	**67.4**	**61.4**	**64.3**	**39.8**	**62.2**
Highest degree achieved									
Doctor's	82.8	85.3	77.9	88.8	85.5	84.0	83.5	58.5	77.3
First professional	59.6	62.5	55.6	74.9	61.6	52.8	65.8	23.4	56.6
Master's	45.0	46.6	41.0	45.7	40.0	42.1	51.5	44.8	58.5
Bachelor's	25.0	25.0	25.0	32.5	18.8	15.5	27.8	25.4	40.6
Less than bachelor's	26.9	27.1	24.1	100.0	10.2	33.2	0.0	26.8	25.2
Race/ethnicity									
White	57.9	58.2	57.1	76.3	66.5	60.8	64.5	39.1	61.6
Black	60.0	61.8	55.5	76.5	69.0	65.8	62.9	47.6	48.9
Hispanic	55.3	53.5	62.6	70.7	71.8	62.9	44.6	41.0	80.3
Asian/Pacific Islander	69.5	68.1	73.2	82.5	80.8	68.1	69.9	45.5	72.5
American Indian/Alaskan Native	52.9	55.5	44.0	74.6	78.1	50.5	87.8	42.9	100.0
Average number of classes taught*									
Total	2.9	3.0	2.8	2.0	2.4	3.1	3.1	3.9	2.7
Undergraduate	2.8	2.8	2.7	1.8	2.2	2.8	3.0	3.5	2.7
Graduate	1.5	1.5	1.7	1.4	1.5	1.6	1.7	1.3	1.9

* Includes only classes taught for credit. Only teachers who reported teaching at least 1 class credit regardless of class level (undergraduate or graduate) were included in the analysis.

NOTE: Details may not add to 100 due to rounding. See the supplemental note to this indicator for a description of types of institutions.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Study of Postsecondary Faculty, 1993.

Note to Indicator 60: Part-time instructional faculty at postsecondary institutions

The 1988 National Study of Postsecondary Faculty (NSOPF) surveyed faculty who had at least some instructional duties (such as teaching one or more courses) in for-credit higher education courses during the fall 1987 term.

Unlike NSOPF-88, which was limited to faculty whose regular assignments included instruction, the faculty universe for NSOPF-93 was expanded to include anyone who was designated as faculty, whether or not their responsibilities included instruction, as well as other (non-faculty) personnel with instructional responsibilities.

This analysis includes all those who had any instructional duties in the fall of 1987 and 1992. Therefore, it includes those faculty whose principal activity that semester was research oriented, technical, clinical, service oriented, or administrative, as long as the faculty member taught at least one class for credit. In fact, in fall 1992, 15 percent of all faculty who taught at least one class for credit had a principal activity other than teaching.

The NSOPF-93 data for the employment status of instructional faculty and staff reflect a substantial increase from the NSOPF-88 data in the percentage of instructional faculty and staff who were employed part time, and conversely, a decrease in the percentage of instructional faculty and staff who were employed full time. Although the increase in the proportion of part-time faculty supports other findings that point to this practice as a way for colleges and universities to reduce costs, the reader is cautioned not to put too much emphasis on the exact change in percentage of part-time instructional faculty and staff between fall 1987 and fall 1992. NSOPF-93 data were collected and weighted differently than NSOPF-88 data, a factor that could produce differences in results.

For the analyses in this volume that show data from NSOPF, institutions of higher education were categorized into five types, as shown below. Remaining institutions, such as religious or specialized institutions, were included in the totals but are not shown separately.

Types of institutions

Research university: An institution among the 100 leading universities that receives federal research funds. Each of these universities awards a substantial number of doctor's degrees in many fields.

Doctoral university: An institution that offers a full range of bachelor's degree and doctor's degree programs in at least three disciplines, but tends to be less focused on research and receives fewer federal research dollars than the research universities.

Comprehensive institution: An institution that offers liberal arts and professional programs. The master's degree is the highest degree typically offered.

Liberal arts institution: An institution that is smaller and generally more selective than comprehensive colleges and universities. A liberal arts institution primarily offers bachelor's degrees, although some offer master's degrees.

2-year institution: An institution that offers certificate or degree programs through the associate of arts level. Two-year institutions, with few exceptions, offer no bachelor's degrees.

Other: An institution that offers degrees ranging from bachelor's to doctor's, with at least half of the degrees awarded in a single discipline. These include institutions whose primary purpose is to offer religious instruction or train members of the clergy; other separate health professional schools that award most of their degrees in fields such as chiropractic, nursing, pharmacy, or podiatry; schools of engineering and technology; schools of business and management; schools of art, music, and design; schools of law; teachers colleges; other specialized institutions such as graduate centers, maritime academies, military institutions, and institutions that do not fit into other classifications; and tribal colleges and universities, most of which are tribally contracted and located on reservations.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Profiles of Faculty in Higher Education Institutions, 1988.*

Standard Error Tables

BEST COPY AVAILABLE

General information about standard errors

The information presented in this report was obtained from many sources, including federal and state agencies, private research organizations, and professional associations. The data were collected using many research methods, including surveys of a universe (such as all school districts) or of a sample, compilations of administrative records, and statistical projections. Users of *The Condition of Education* should take particular care when comparing data from different sources. Differences in procedures, timing, phrasing of questions, interviewer training, and so forth mean that the results are not strictly comparable. Following the general discussion of data accuracy below, descriptions of the information sources and data collection methods are presented, grouped by sponsoring organization. More extensive documentation of procedures used in one survey as compared to another does not imply more problems with the data, only that more information is available.

Unless otherwise noted, all statements cited in the text were tested for statistical significance and are statistically significant at the .05 level. Several test procedures were used. The procedure used depended upon the type of data interpreted and the nature of the statement tested. The most commonly used test procedures were 1) *t*-tests, 2) multiple *t*-tests with a Bonferroni adjustment to the significance level, 3) linear trend tests, and 4) sign tests. When a simple comparison between two sample estimates was made, for example, between the first and last years in a time series or between males and females, a *t*-test was used. When multiple comparisons between more than two groups were made, and even if only one comparison is cited in the text, a Bonferroni adjustment to the significance level was made to ensure that the significance level for the tests as a group was at the .05 level. The Bonferroni adjustment is commonly used when making comparisons between racial/ethnic groups and between the United States and other countries. A linear trend test was used when a statement describing a trend, such as the growth of enrollment rates over time, was made or when a statement describing a relationship, such as the relationship between a parent's educational attainment and a student's reading proficiency, was made. A sign test was used when a statement describing a consistent pattern of differences over the years was made.

The accuracy of any statistic is determined by the joint effects of "sampling" and "nonsampling" errors. Estimates based on a sample will differ somewhat from the figures that would have been obtained if a complete census had been taken using the same survey instruments, instructions, and procedures. In addition to such sampling errors, all surveys, both universe and sample, are subject to design, reporting, and processing errors due to nonresponse. To the extent possible, these nonsampling errors are kept to a minimum by methods built into the survey procedures; however, the effects of nonsampling errors are more difficult to gauge than those produced by sampling variability.

The estimated standard error of a statistic is a measure of the variation due to sampling and can be used to examine the precision obtained in a particular sample. The sample estimate and an estimate of its standard error permit the construction of interval estimates with prescribed confidence that the interval includes the average result of all possible samples. If all possible samples were selected, and each was surveyed under the same conditions, and an estimate and its standard error were calculated from each sample, then approximately 90 percent of the intervals from 1.6 standard errors below the estimate to 1.6 standard errors above the estimate would include the actual value; 95 percent of the intervals from two standard errors below the estimate to two standard errors above the estimate would include the actual value; and 99 percent of all intervals from 2.5 standard errors below the estimate to 2.5 standard errors above the estimate would include the actual value. These intervals are called 90 percent, 95 percent, and 99 percent confidence intervals, respectively.

To illustrate this further, consider the text table for *Indicator 1* and the standard error table S1 for estimates from the National Household Education Survey (NHES). For the 1996 estimate of the percentage of 3-year-olds enrolled in center-based programs and kindergarten (36.7 percent), table S1 shows a standard error of 1.3. Therefore, we can construct a 95 percent confidence interval from 34.1 to 39.3 (36.7 ± 2 x 1.3). If this procedure was followed for every possible sample, about 95 percent of the intervals would include the actual percentage of 3-year-olds enrolled in center-based programs and kindergarten.

The estimated standard errors for two sample statistics can be used to estimate the precision of the difference between the two statistics and to avoid concluding that there is an actual difference when the difference in sample estimates may only be due to sampling error. The need to be aware of the precision of differences arises, for example, when comparing mean proficiency scores between groups or years in the National Assessment of Educational Progress (NAEP) or when comparing percentages between groups or years in the Current Population Survey (CPS). The standard error (se) of the difference between sample estimate A and sample estimate B (when A and B do not overlap) is

$$se_{A-B} = \sqrt{se_A^2 + se_B^2}$$

When a ratio (called a *t*-statistic) of the difference between the two sample statistics and the standard error of the difference as calculated above is less than 2, one cannot be sure that the difference is not due only to sampling error, and caution should be taken in drawing any conclusions about the difference. In this report, for example, using the rationale above, we would not conclude that there is a difference between the two sample statistics. Some analysts, however, use the less restrictive criterion of a *t*-statistic value of 1.64, which corresponds to a 10 percent significance level.

To illustrate this further, consider the data on event dropout rates of those ages 15–24 in grades 10–12 in the text table of *Indicator 6* and the associated standard error table S6. The estimated event dropout rate for these people was 6.1 percent in 1972. For the (new) sample in 1996, the estimated event dropout rate was 5.0 percent. Is there enough evidence to conclude that the actual event dropout rate for all people in grades 10–12 ages 15–24 decreased by 1.1 percentage points between 1972 and 1996? The standard errors for these two estimates are 0.2 and 0.4, respectively. Using the above formula, the standard error of the difference is calculated as 0.45. The ratio of the estimated difference of 1.1 percentage points to the standard error of the difference of 0.45 is 2.46. Using the table below, we see that there is less than a 5 percent chance that the 1.1 percentage point difference is due only to sampling error, and one may conclude that the event dropout rate of those ages 15–24 in grades 10–12 decreased between 1972 and 1996.

Percent chance that a difference is due only to sampling error:

t-statistic	1.00	1.64	1.96
Percent chance	32	10	5

It should be noted that most of the standard errors presented in this report and in the original documents are approximations. That is, to derive estimates of standard errors that would applicable to a wide variety of items and that could be prepared at a moderate cost, a number of approximations were required. As a result, most of the standard errors presented provide a general order of magnitude rather than the exact standard error for any specific item.

The preceding discussion on sampling variability was directed toward a situation concerning one or two estimates. Determining the accuracy of statistical projections is more difficult. In general, the further away the projection date is from the date of the actual data being used for the projection, the greater the possible error in the projection. If, for instance, annual data from 1980 to 1995 are used to project enrollment in elementary and secondary education, the further beyond one projects, the more variability in the projection. The enrollment projection for the year 2002 will be less certain than the projection for 1997. A detailed discussion of the projections methodology is contained in *Projections of Education Statistics to 2007* (National Center for Education Statistics 1997).

Both universe and sample surveys are subject to nonsampling errors. Nonsampling errors can arise in various ways, including 1) from respondents or interviewers interpreting questions differently; 2) from respondents estimating the values that they provide; 3) from partial to total nonresponse; 4) from imputation or reweighting to adjust for nonresponse; 5) from inability or unwillingness on the part of respondents to provide correct information; 6) from recording or keying errors; or 7) from overcoverage or undercoverage of the target universe.

Sampling and nonsampling error combine to yield total survey error. Since estimating the magnitude of nonsampling errors would require special experiments or access to independent data, their magnitudes are seldom available. In almost all situations, the sampling error represents an underestimate of the total survey error, and thus an overestimate of the precision of the survey estimates.

To compensate for suspected nonrandom errors, adjustments of the sample estimates are often made. For example, adjustments are frequently made for nonresponse, both partial and total. An adjustment made for either type of nonresponse is often referred to as an imputation—substitution of the "average" questionnaire response for the nonresponse. Imputations are usually made separately within various groups of sample members, which have similar survey characteristics. Imputation for item nonresponse is usually made by substituting for a missing item the response to that item of a respondent having characteristics that are similar to those of the nonrespondent. In editions prior to the 1992 edition of *The Condition of Education*, when reporting race-specific data from the CPS, Hispanics were usually included among whites and blacks (i.e., "Hispanics may be of any race"). Beginning with the 1992 edition of the report, racial/ethnic data from the CPS excludes Hispanics from whites and blacks (e.g., whites are non-Hispanic whites and blacks are non-Hispanic blacks).

Unless otherwise noted, all dollar values in this volume are expressed in 1997 constant dollars. The Consumer Price Index (CPI) is used to convert current dollars for earlier years to 1997 dollars. The CPI for calendar year 1997 is 160.6. See table 38 in *Digest of Education Statistics, 1997* (National Center for Education Statistics 1997) for CPI adjustments.

Table S1-1 Standard errors for table 1-1

Selected student characteristics	3-year-olds Total	3-year-olds Center-based programs	3-year-olds Kindergarten	4-year-olds Total	4-year-olds Center-based programs	4-year-olds Kindergarten	5-year-olds Total	5-year-olds Center-based programs	5-year-olds Kindergarten
Total	**1.3**	**1.3**	**0.3**	**1.3**	**1.3**	**0.7**	**1.0**	**1.3**	**1.4**
Sex									
Male	1.9	1.8	0.4	2.2	2.0	1.1	1.7	1.7	2.3
Female	2.3	2.2	0.4	2.2	2.2	0.6	1.6	1.9	2.2
Race/ethnicity									
White	1.9	1.9	0.3	1.8	1.8	0.6	1.4	1.6	1.7
Black	4.4	4.3	1.0	3.5	3.5	2.0	1.9	3.8	4.0
Hispanic	3.4	3.4	0.0	3.8	3.7	1.4	2.8	2.8	3.3
Household income									
$10,000 or less	3.2	3.3	0.8	4.6	4.7	1.7	3.2	3.9	4.7
10,001-20,000	4.2	4.1	0.7	4.3	4.0	2.0	3.2	4.3	4.6
20,001-35,000	3.0	3.0	0.7	2.5	2.4	0.5	2.2	2.9	2.9
35,001-50,000	3.9	3.8	0.1	3.7	3.8	1.3	2.0	2.4	2.9
50,001 or more	2.8	2.9	0.5	2.4	2.4	1.0	1.6	2.0	2.6
Parents' highest education level									
Less than high school diploma	5.9	5.5	2.2	5.0	4.6	2.6	4.1	4.2	5.5
High school diploma or GED	2.5	2.4	0.5	3.2	3.3	1.2	2.1	2.3	2.8
Some college/vocational/technical	2.5	2.5	0.3	2.7	2.7	0.8	2.0	2.4	2.8
Bachelor's degree	3.9	3.8	0.4	3.7	3.7	0.9	2.4	2.9	3.4
Graduate/professional school	4.6	4.6	0.0	3.5	3.7	1.0	2.7	3.3	4.1
Family structure									
Two biological or adoptive parents	1.5	1.5	0.3	1.7	1.6	0.7	1.4	1.4	1.8
One biological or adoptive parent	3.3	3.3	0.4	3.2	3.3	1.4	2.0	3.1	3.4
One biological/adoptive and one step parent	8.5	8.5	0.0	9.7	9.6	3.4	2.7	5.5	5.5
Other relatives	8.0	6.9	5.2	13.0	12.8	4.3	3.0	8.1	8.6
Mother's first language									
English	1.5	1.4	0.2	1.6	1.5	0.6	1.2	1.5	1.7
Spanish	5.6	5.5	1.7	4.3	4.0	2.4	2.1	3.4	3.6
Other	6.8	6.6	3.1	8.3	8.1	2.5	10.5	4.9	10.4
Poverty status									
Poor	2.8	2.8	0.9	3.4	3.5	1.6	2.9	3.6	4.1
Non-poor	1.6	1.6	0.2	1.5	1.4	0.6	0.9	1.4	1.4
Mother's employment status									
35 hours or more per week	2.6	2.5	0.7	2.5	2.5	1.1	1.6	1.8	2.3
Less than 35 hours per week	3.8	3.7	0.4	3.8	3.7	0.9	2.1	2.7	3.3
Looking for work	8.2	8.4	1.8	7.6	7.7	3.3	3.8	6.4	6.8
Not in labor force	2.1	2.1	0.1	2.4	2.4	0.8	2.3	2.5	3.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), 1996 (Parent and Family Involvement in Education File).

Table S1-2 Standard errors for table 1-2

Selected student characteristics	3-year-olds Total	3-year-olds Center-based programs	3-year-olds Kindergarten	4-year-olds Total	4-year-olds Center-based programs	4-year-olds Kindergarten	5-year-olds Total	5-year-olds Center-based programs	5-year-olds Kindergarten
Total	**1.5**	**1.5**	**0.2**	**1.5**	**1.5**	**0.3**	**0.8**	**1.0**	**1.3**
Sex									
Male	2.3	2.3	0.2	1.6	1.6	0.5	1.2	1.4	1.8
Female	1.9	2.0	0.3	2.3	2.2	0.4	1.1	1.4	1.5
Race/ethnicity									
White	2.3	2.3	0.2	2.0	2.0	0.3	1.0	1.3	1.6
Black	4.2	4.2	0.7	4.3	4.1	0.9	2.4	2.5	3.5
Hispanic	2.5	2.6	0.8	2.9	3.1	1.5	1.7	2.3	2.5
Household income									
$10,000 or less	3.8	3.7	0.4	4.0	4.0	0.4	2.8	2.4	3.5
10,001-20,000	3.7	3.7	0.0	4.1	4.1	0.8	2.6	2.3	3.4
20,001-35,000	2.8	2.8	0.3	2.8	2.8	0.6	1.5	2.0	2.3
35,001-50,000	3.4	3.4	0.8	3.0	2.9	0.9	2.1	2.3	2.7
50,001 or more	3.0	3.0	0.1	2.3	2.1	0.6	1.6	1.9	2.2
Parents' highest education level									
Less than high school diploma	3.7	3.3	1.3	5.9	5.7	0.6	2.5	3.5	4.3
High school diploma or GED	2.5	2.5	0.4	2.7	2.6	0.5	1.6	1.6	2.1
Some college/vocational/technical	2.6	2.6	0.3	2.8	3.0	0.6	1.7	2.2	2.5
Bachelor's degree	3.6	3.6	0.2	3.6	3.9	0.9	1.6	2.4	2.8
Graduate/professional school	5.0	4.5	0.4	3.1	3.3	0.9	2.9	3.1	3.6
Family structure									
Two biological or adoptive parents	1.8	1.8	0.3	1.7	1.6	0.4	1.0	1.2	1.4
One biological or adoptive parent	3.2	3.2	0.0	3.3	3.2	0.5	1.3	1.8	2.1
One biological/adoptive and one step parent	8.8	7.8	2.7	6.6	6.6	1.8	4.7	3.4	4.7
Other relatives	7.3	7.3	0.0	10.2	10.2	0.0	7.8	8.5	10.1
Mother's first language									
English	1.8	1.8	0.2	1.7	1.7	0.3	1.0	1.2	1.5
Spanish	2.3	2.2	0.5	4.0	4.4	2.3	2.0	2.8	3.3
Other	6.6	6.6	3.1	7.4	8.0	2.8	3.9	5.6	5.9
Poverty status									
Poor	3.1	3.1	0.3	3.6	3.6	0.4	2.3	2.1	3.1
Non-poor	1.7	1.7	0.2	1.6	0.4	0.4	0.9	1.1	1.3
Mother's employment status									
35 hours or more per week	2.4	2.4	0.4	2.2	2.2	0.6	1.3	1.8	2.1
Less than 35 hours per week	3.4	3.4	0.0	2.5	2.8	0.6	1.9	2.8	3.0
Looking for work	7.2	7.0	1.4	6.6	6.6	0.7	5.0	5.1	7.8
Not in labor force	2.7	2.6	0.3	2.4	2.3	0.4	1.2	1.6	2.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), 1995 (Early Childhood Program Participation File).

Table S1-3 Standard errors for table 1-3

Selected student characteristics	3-year-olds Total	3-year-olds Center-based programs	3-year-olds Kinder-garten	4-year-olds Total	4-year-olds Center-based programs	4-year-olds Kinder-garten	5-year-olds Total	5-year-olds Center-based programs	5-year-olds Kinder-garten
Total	**1.2**	**1.2**	**0.2**	**1.1**	**1.1**	**0.4**	**0.8**	**0.8**	**1.0**
Sex									
Male	1.7	1.7	0.3	1.8	1.8	0.4	1.1	1.3	1.4
Female	1.9	1.9	0.3	1.5	1.4	0.7	1.4	1.1	1.5
Race/ethnicity									
White	1.3	1.3	0.0	1.3	1.3	0.4	1.1	1.1	1.4
Black	3.4	3.5	1.3	3.5	3.7	1.5	1.8	2.5	3.2
Hispanic	3.2	3.2	0.0	3.3	3.2	0.8	2.2	1.7	2.7
Household income									
$10,000 or less	3.9	3.8	0.8	2.8	3.1	1.3	2.6	2.1	3.4
10,001–20,000	3.4	3.3	1.0	2.9	2.9	0.8	2.3	1.7	2.7
20,001–35,000	2.0	2.0	*0.0	2.3	2.4	0.6	1.6	2.3	2.3
35,001–50,000	2.7	2.7	0.0	2.9	2.8	0.7	1.7	1.9	2.3
50,001 or more	2.1	2.2	0.1	2.0	2.2	0.8	1.1	2.0	2.4
Parents' highest education level									
Less than high school diploma	4.0	4.0	*0.0	4.5	4.7	1.3	4.0	3.7	4.5
High school diploma or GED	2.1	2.1	0.6	2.1	2.1	0.5	1.5	1.7	2.0
Some college/vocational/technical	2.1	2.1	0.1	2.0	1.9	0.9	1.8	1.6	2.1
Bachelor's degree	3.3	3.3	0.0	2.9	2.9	1.1	1.8	2.4	3.0
Graduate/professional school	3.2	3.2	0.0	3.1	3.0	1.2	1.3	3.1	3.4
Family structure									
Two biological or adoptive parents	1.4	1.4	*0.0	1.5	1.5	0.4	0.9	1.2	1.5
One biological or adoptive parent	3.0	2.9	0.6	2.4	2.6	1.0	1.7	1.5	2.0
One biological/adoptive and one step parent	7.0	7.0	0.0	6.2	6.2	0.7	3.9	2.7	4.4
Other relatives	9.5	8.3	6.2	10.9	11.2	1.1	6.5	8.1	8.8
Mother's first language									
English	1.3	1.3	0.2	1.1	1.1	0.4	0.8	1.0	1.1
Spanish	4.4	4.4	0.0	4.3	4.3	1.4	3.0	2.6	3.5
Other	6.1	6.1	0.0	5.9	6.1	1.6	4.6	1.7	5.8
Poverty status									
Poor	3.4	3.3	0.9	2.7	2.9	1.0	2.0	1.7	2.5
Non-poor	1.3	1.3	0.1	1.3	1.3	0.4	0.8	1.0	1.1
Mother's employment status									
35 hours or more per week	2.0	1.9	0.6	2.2	2.2	0.8	1.1	1.4	1.7
Less than 35 hours per week	2.9	2.9	0.0	2.6	2.7	0.7	1.7	2.2	2.4
Looking for work	5.0	5.0	0.0	4.0	4.7	2.1	3.9	4.1	5.7
Not in labor force	2.1	2.1	0.1	2.1	2.1	0.7	1.7	1.7	2.1

* Standard error less than 0.05 is rounded to 0.0.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), 1993 (School Readiness File).

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Table S1-4 Standard errors for table 1-4

Selected student characteristics	3-year-olds Total	3-year-olds Center-based programs	3-year-olds Kindergarten	4-year-olds Total	4-year-olds Center-based programs	4-year-olds Kindergarten	5-year-olds Total	5-year-olds Center-based programs	5-year-olds Kindergarten
Total	**1.2**	**1.3**	**0.1**	**1.2**	**1.2**	**0.4**	**0.7**	**0.7**	**1.1**
Sex									
Male	1.5	1.5	0.2	1.5	1.5	0.5	1.1	1.1	1.6
Female	1.7	1.6	0.2	1.6	1.6	0.5	1.0	1.3	1.7
Race/ethnicity									
White	1.3	1.3	0.2	1.3	1.3	0.5	0.9	0.8	1.2
Black	3.7	3.7	0.3	3.8	3.5	1.6	1.6	3.2	3.6
Hispanic	2.6	2.6	0.1	3.7	3.8	0.9	2.4	2.8	3.2
Household income									
$10,000 or less	3.3	3.3	0.0	3.9	2.9	1.1	2.2	3.8	3.9
10,001–20,000	2.6	2.6	0.4	2.8	2.7	0.9	1.9	1.8	2.4
20,001–30,000	1.8	1.8	0.3	2.5	2.6	1.0	1.9	1.5	2.2
30,001–50,000	1.9	1.9	0.3	1.9	2.0	0.6	1.3	1.2	1.6
50,001 or more	2.4	2.5	0.4	2.2	2.3	0.7	1.4	1.5	2.0
Parents' highest education level									
Less than high school diploma	2.9	2.9	0.3	3.9	3.9	1.2	2.5	2.4	3.5
High school diploma or GED	1.8	1.9	0.4	2.1	2.1	0.7	1.4	1.4	2.0
Some college/vocational/technical	2.2	2.2	0.1	2.1	2.0	0.6	1.5	1.5	1.8
Bachelor's degree	3.1	3.1	0.2	2.4	2.6	1.0	2.0	2.1	2.6
Graduate/professional school	3.4	3.3	0.4	3.5	3.4	0.7	2.3	2.5	2.8
Mother's first language									
English	1.3	1.3	0.1	1.3	1.2	0.4	0.8	0.8	1.2
Spanish	3.1	3.1	0.0	4.1	4.2	1.0	2.8	3.1	4.0
Other	6.6	6.6	1.1	5.7	5.3	1.9	3.5	3.9	5.9
Mother's employment status									
35 hours or more per week	2.1	2.1	0.2	2.2	2.2	0.7	1.1	1.3	1.6
Less than 35 hours per week	2.4	2.4	0.2	3.0	3.0	0.7	1.5	1.8	2.0
Looking for work	5.2	5.1	0.0	5.1	4.8	2.1	4.9	2.5	5.1
Not in labor force	1.8	1.8	0.2	2.1	2.2	0.6	1.5	1.5	2.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), 1991 (Early Childhood Education File).

Table S2-1 Standard errors table for 2-1

Selected characteristics	Read to three or more times in the past week			Told a story at least once in the past week			Visited a library in the past month		
	1991	1995	1996	1991	1995	1996	1991	1995	1996
Total	**0.7**	**0.6**	**0.7**	**0.7**	**0.7**	**0.8**	**0.7**	**0.9**	**0.9**
Child's age									
Age 3	0.9	1.0	1.3	1.3	1.2	1.1	1.3	1.4	1.7
Age 4	1.1	1.1	1.4	1.0	1.1	1.4	1.1	1.5	1.6
Age 5	1.3	1.0	1.2	1.3	1.2	1.3	1.2	1.5	1.5
Enrollment status and level									
Not enrolled	1.0	1.0	1.3	1.0	1.2	1.2	0.9	1.3	1.5
Center-based programs	1.3	1.0	1.2	1.2	1.1	1.2	1.2	1.1	1.5
Kindergarten	1.3	1.1	1.3	1.3	1.3	1.5	1.4	1.5	1.7
Race/ethnicity									
White	0.7	0.6	0.9	0.8	0.8	0.9	0.9	1.1	1.3
Black	2.0	1.9	2.3	2.1	2.5	2.5	1.8	2.3	2.3
Hispanic	2.8	2.0	2.4	2.1	1.7	2.2	1.8	1.7	2.0
Urbanicity									
Urbanized area	—	0.8	0.9	—	0.8	1.0	—	1.1	1.2
Not an urbanized area	—	2.1	2.1	—	1.9	2.1	—	2.4	3.0
Rural	—	1.4	1.8	—	1.7	1.6	—	1.7	1.8
Household income									
$10,000 or less	—	1.9	2.3	—	2.1	2.6	—	2.3	2.3
10,001-20,000	—	1.9	2.5	—	1.7	2.3	—	2.2	2.6
20,001-30,000	—	1.7	1.8	—	1.8	1.6	—	1.6	1.8
30,001-40,000	—	1.7	1.3	—	2.0	1.5	—	2.5	2.1
40,001-50,000	—	1.9	2.4	—	2.2	2.1	—	2.7	2.6
50,001 or more	—	1.1	0.8	—	1.3	1.3	—	1.8	1.9
Parents' highest education level									
Less than high school diploma	2.4	3.0	3.5	2.4	2.8	3.7	2.0	2.2	2.9
High school diploma or GED	1.4	1.3	1.5	1.5	1.3	1.5	1.2	1.7	1.8
Some college/vocational/technical	1.2	1.2	1.2	1.3	1.2	1.2	0.8	1.9	1.7
Bachelor's degree	1.4	1.3	1.5	1.9	1.7	1.7	1.9	2.1	2.3
Graduate/professional school	1.1	1.2	1.0	1.6	1.5	2.0	2.3	2.2	2.7
Family structure									
Two biological or adoptive parents	—	0.7	0.8	—	0.7	0.9	—	1.1	1.0
One biological or adoptive parent	—	1.4	1.6	—	1.7	1.8	—	2.0	1.6
One biological/adoptive and one step parent	—	3.2	4.4	—	3.2	3.9	—	3.9	3.7
Other relatives	—	3.6	5.9	—	5.5	4.4	—	3.7	6.3

— Not available

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), 1991 (Early Childhood Education File), 1995 (Early Childhood Program Participation File), and 1996 (Parent and Family Involvement in Education File).

Table S3-1 Standard errors for table 3-1

	1984			1989			1993		
Current education level and family income level	Used a computer at school	Used a computer at home	Used a computer at home or school	Used a computer at school	Used a computer at home	Used a computer at home or school	Used a computer at school	Used a computer at home	Used a computer at home or school
				Grades 1–6					
Total	**0.5**	**0.4**	**0.6**	**0.6**	**0.4**	**0.6**	**0.5**	**0.5**	**0.5**
Low income	1.1	0.4	1.1	1.4	0.5	1.4	1.4	0.5	1.3
Middle income	0.7	0.4	0.7	0.8	0.5	0.8	0.7	0.6	0.7
High income	1.2	1.1	1.2	1.2	1.2	1.1	1.0	1.2	0.8
				Grades 7–12					
Total	**0.5**	**0.4**	**0.5**	**0.6**	**0.5**	**0.6**	**0.6**	**0.5**	**0.5**
Low income	1.2	0.6	1.3	1.6	0.8	1.6	1.5	0.7	1.5
Middle income	0.7	0.4	0.7	0.8	0.6	0.8	0.7	0.6	0.7
High income	1.0	0.9	1.0	1.2	1.2	1.1	1.0	1.1	0.8

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table S3-2 Standard errors for table 3-2

	At home			At school			At the library		
Year	Grade 4	Grade 8	Grade 11	Grade 4	Grade 8	Grade 11	Grade 4	Grade 8	Grade 11
1984	3.7	4.6	2.9	3.5	4.2	2.9	3.8	3.9	2.9
1988	2.4	2.2	2.4	4.2	3.1	2.4	4.6	3.1	2.9
1990	2.3	1.8	1.7	2.3	2.6	2.2	2.6	2.2	2.5
1992	2.2	2.3	2.1	1.6	2.7	2.4	3.3	2.5	2.5
1994	2.0	1.9	2.0	2.0	2.7	2.4	3.0	3.3	2.6
1996	2.2	2.5	2.8	1.9	2.7	1.8	3.1	2.9	2.5

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Almanac: Writing, 1984 to 1996*, 1998.

Table S3-3 Standard errors for table 3-3

	Ever used a computer		Family owns a computer	
Year	Age 9	Age 13	Age 9	Age 13
1986	1.2	1.2	1.3	1.5
1990	0.7	0.5	1.1	1.0
1992	0.8	0.3	1.0	1.1
1994	0.9	0.4	1.2	1.3
1996	0.9	0.5	1.1	1.6

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Almanac: Science, 1986 to 1996*, 1998.

Table S3-4 Standard errors for table 3-4

	Age 13		Age 17	
Year	Had access to a computer in school	Studied mathematics through computer instruction	Had access to a computer in school	Studied mathematics through computer instruction
1978	1.8	0.9	2.7	1.1
1982	2.9	2.3	3.1	1.5
1986	3.0	2.5	2.4	1.5
1990	2.2	1.8	2.1	2.1
1992	2.5	2.4	1.9	2.0
1994	2.0	1.8	2.2	1.7
1996	1.8	1.8	2.3	2.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Almanac: Mathematics, 1978 to 1996*, 1998.

Table S3-5 Standard errors for table 3-5

Country	Fourth grade			Eighth grade		
	Never	Some lessons	Most lessons	Never	Once in a while	Always or pretty often
Australia	2.1	1.9	0.8	2.1	1.7	0.9
Austria	0.6	0.6	0.2	2.6	2.2	0.8
Belgium (Fl)	—	—	—	1.1	0.9	0.6
Belgium (Fr)	—	—	—	1.4	0.7	0.9
Canada	2.3	2.0	0.8	1.4	1.3	0.4
Colombia	—	—	—	0.5	0.4	0.3
Cyprus	1.7	1.6	0.5	0.9	0.9	0.8
Czech Republic	1.4	1.3	0.2	2.9	1.9	1.8
Denmark	—	—	—	3.6	3.0	1.3
England	2.3	2.1	0.9	2.6	2.3	1.2
France	—	—	—	2.4	2.0	0.8
Germany	—	—	—	2.1	1.9	0.7
Greece	0.9	0.5	0.5	1.0	0.7	0.6
Hong Kong	0.9	0.7	0.3	0.7	0.5	0.4
Hungary	0.8	0.6	0.4	0.8	0.8	0.4
Iceland	2.1	2.0	0.5	2.4	1.3	1.6
Iran, Islamic Republic	1.8	1.0	1.3	0.8	0.4	0.5
Ireland	2.4	2.0	0.8	1.1	0.9	0.3
Israel	3.4	2.6	2.0	4.5	2.6	3.0
Japan	1.7	1.8	0.1	3.3	2.6	1.2
Korea	0.9	0.8	0.4	0.7	0.5	0.3
Kuwait	1.6	0.9	1.1	2.0	0.9	1.7
Latvia (LSS)	0.8	0.6	0.5	1.1	0.9	0.4
Lithuania	—	—	—	1.0	0.8	0.5
Netherlands	3.7	3.5	0.9	3.4	3.3	0.4
New Zealand	2.2	1.9	1.0	2.5	2.1	0.6
Norway	3.1	2.8	0.8	1.5	1.5	0.3
Portugal	0.9	0.8	0.4	0.6	0.6	0.2
Romania	—	—	—	1.2	0.7	0.9
Russian Federation	—	—	—	0.8	0.6	0.3
Scotland	1.8	1.9	1.2	3.1	2.5	1.3
Singapore	3.3	3.0	0.6	1.5	1.4	0.4
Slovak Republic	—	—	—	1.0	1.0	0.2
Slovenia	0.9	0.8	0.3	0.7	0.6	0.4
Spain	—	—	—	1.3	0.8	0.7
Sweden	—	—	—	3.2	2.7	1.1
Switzerland	—	—	—	2.1	1.8	0.6
Thailand	1.3	0.9	0.5	1.0	0.6	0.5
United States	2.5	2.0	1.1	2.5	1.8	1.5

— Not available

SOURCE: International Association for the Evaluation of Educational Achievement, TIMSS International Study Center. *Mathematics Achievement in the Primary School Years: IEA's Third International Mathematics and Science Study*, 1997, table 5.18; *Mathematics Achievement in the Middle School Years: IEA's Third International Mathematics and Science Study*, 1996, table 4.10.

Table S4-1 Standard errors for table 4-1

Level of school	Percentage of schools with Internet access		Percentage of instructional rooms with Internet access	
	Public	Private	Public	Private
Total	**1.6**	**1.4**	**0.7**	**0.6**
Elementary	2.4	2.0	1.0	0.5
Secondary	2.7	4.7	1.0	0.8
Combined	—	2.6	—	1.9

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Advanced Telecommunications in U.S. Public Elementary and Secondary Schools, Fall 1996*, 1997, and *Advanced Telecommunications in U.S. Private Schools, K–12, Fall 1995*, 1997.

Table S4-2 Standard errors for table 4-2

Internet capabilities	Available	Member of the school community with access to Internet capability		
		Teachers	Administrative staff	Students
E-mail	1.3	1.7	1.2	2.2
News groups	2.1	1.5	2.0	2.7
Resource location services (e.g., Gopher, Archie, Veronica, etc.)	2.4	1.3	1.6	2.4
World Wide Web access (e.g., browsers such as Netscape, MOSAIC)	1.6	1.2	1.4	2.2

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Advanced Telecommunications in U.S. Public Elementary and Secondary Schools, Fall 1996*, 1997.

Table S4-3 Standard errors for table 4-3

Internet capabilities	Available	Member of the school community with access to Internet capability		
		Teachers	Administrative staff	Students
E-mail	1.6	3.3	2.2	3.4
News groups	3.7	3.3	3.4	4.2
Resource location services (e.g., Gopher, Archie, Veronica, etc.)	3.5	3.3	3.8	3.8
World Wide Web access (e.g., browsers such as Netscape, MOSAIC)	3.2	2.5	3.3	3.5

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Advanced Telecommunications in U.S. Private Schools, K–12, Fall 1995*, 1997.

Table S4-4 Standard errors for table 4-4

School characteristics	Percentage of schools with Internet access				Percentage of instructional rooms with Internet access			
	1994	1995	1996	1997	1994	1995	1996	1997
Total	**1.5**	**1.8**	**1.8**	**1.5**	**0.3**	**0.7**	**1.0**	**1.6**
Level of school								
Elementary	1.9	2.4	2.1	2.0	0.4	1.0	1.5	1.9
Secondary	2.4	2.7	1.8	1.7	0.6	1.0	1.5	2.0
School size								
Less than 300	3.4	3.9	4.4	3.9	0.7	1.6	2.9	4.4
300–999	2.0	2.2	2.0	2.0	0.5	1.0	1.2	2.0
1,000 or more	3.0	4.1	3.4	2.6	0.6	1.0	2.1	2.5
Urbanicity								
City	3.1	4.3	4.5	3.9	0.8	1.3	1.6	2.2
Urban fringe	2.9	3.8	3.3	2.8	0.8	1.4	2.2	2.9
Town	2.3	3.7	4.0	4.6	0.6	2.0	1.9	3.9
Rural	2.7	3.8	3.3	3.3	0.4	1.5	2.2	3.7
Region								
Northeast	3.1	5.3	4.3	4.1	0.7	1.4	2.4	3.0
Southeast	3.1	5.3	4.0	2.9	0.3	1.5	1.7	3.1
Central	2.8	3.3	3.7	2.8	0.8	1.3	2.5	3.1
West	2.6	3.4	3.5	3.6	0.8	1.4	1.8	2.7
Percentage of students eligible for free or reduced-price lunch								
Less than 11	—	3.5	3.6	3.3	—	1.6	2.9	4.2
11–30	—	3.6	3.1	2.8	—	1.8	2.0	2.3
31–70	—	2.9	3.2	2.4	—	1.6	1.8	2.7
71 or more	—	4.3	5.2	4.9	—	0.9	1.6	2.3
Percentage of minority students enrolled								
Less than 6	—	3.3	3.4	2.7	—	1.4	2.4	3.5
6–20	—	4.4	3.0	2.7	—	1.5	2.2	3.0
21–49	—	4.0	3.2	4.2	—	2.1	2.3	2.8
50 or more	—	3.8	4.6	4.7	—	1.0	1.5	1.9

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "Internet Access in Public Schools," Issue Brief and Issue Brief supplemental table 1, February 1998.

Table S4-5 Standard errors for table 4-5

School characteristics	Percentage of schools with Internet access	Percentage of instructional rooms with Internet access	Percentage of students attending schools with Internet access	Percentage of school computers with Internet access
Total	**1.4**	**0.6**	**1.9**	**0.9**
Level of school				
Elementary	2.0	0.5	2.7	0.8
Secondary	4.7	0.8	4.0	1.4
Combined	2.6	1.9	3.4	2.8
School size				
Less than 150	1.9	0.4	2.3	1.6
150-299	3.0	0.8	3.0	1.0
300 or more	3.0	1.2	2.8	1.5
Urbanicity				
City	2.5	1.1	3.0	1.7
Urban fringe	2.8	0.9	3.3	1.3
Town	3.6	2.0	4.2	3.0
Rural	1.6	0.3	7.3	2.1
Region				
Northeast	3.3	1.2	3.2	1.5
Southeast	3.1	1.8	5.2	2.8
Central	3.6	1.6	3.4	2.5
West	1.6	0.6	3.8	1.4
Percentage of minority students enrolled				
Less than 6	2.7	0.6	3.4	1.3
6-20	2.9	1.7	3.3	2.1
21-49	4.4	0.8	5.8	1.4
50 or more	4.0	0.6	4.4	1.1
Affiliation				
Catholic	2.7	0.9	2.5	1.0
Other religious	2.1	0.5	3.1	1.2
Nonsectarian	3.1	2.6	5.0	3.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Advanced Telecommunications in U.S. Private Schools, K–12, Fall 1995*, 1997.

Table S5-1 Standard errors for table 5-1

Selected student characteristics	Attended summer school	Participated in other organized summer activities	Worked for pay	Participated in unpaid internship	Participated in community service
Total	**0.2**	**0.4**	**0.6**	**0.2**	**0.4**
Sex					
Male	0.3	0.5	0.8	0.2	0.5
Female	0.3	0.6	0.8	0.3	0.6
Grade level					
1-7	0.3	0.6	—	—	—
8-10	0.5	0.8	0.5	0.2	0.5
11-12	0.7	0.9	1.0	0.3	0.6
Race/ethnicity					
White	0.3	0.5	0.7	0.2	0.5
Black	0.7	1.0	1.4	0.5	0.9
Hispanic	1.2	1.4	2.1	0.7	1.3
Metropolitan statistical area (MSA)					
Central cities, in MSA	0.5	0.8	1.0	0.4	0.7
Non central cities, in MSA	0.4	0.6	0.9	0.3	0.6
Nonmetropolitan area	0.4	0.8	1.3	0.3	0.7
Family income					
Low	0.6	0.8	1.3	0.4	0.8
Middle	0.3	0.5	0.7	0.2	0.5
High	0.5	0.8	1.1	0.4	0.8
Parents' highest education level					
Less than high school diploma	0.7	0.7	1.3	0.4	0.7
High school diploma or GED	0.4	0.7	1.0	0.3	0.5
Some college	0.4	0.7	1.1	0.3	0.7
Bachelor's degree or higher	0.5	0.8	1.1	0.4	0.9

— Not available.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Survey, 1996.

Table S5-2 Standard errors for table 5-2

Selected summer school and summer activity characteristics	Grades 1-7	Grades 8-10	Grades 11-12
Attended summer school	**0.3**	**0.5**	**0.7**
Reasons for attending summer school			
Retake a subject	1.6	2.5	2.7
Other reasons			
Improve basic skills	2.3	3.1	3.0
Learn English as second language	1.2	1.1	1.2
Take subject not offered during the regular school year	2.3	2.3	2.3
Take regular high school courses	—	2.9	3.3
Take courses for college credit	—	1.2	2.4
Take subjects for some other reason	—	2.9	2.9
Number of weeks student attended summer school			
1-4	2.1	2.5	2.4
5-8	2.1	2.5	2.6
9-12	1.0	1.2	1.5
Participated in other organized summer activities	**0.6**	**0.8**	**0.9**
Primary focus of organized summer activities			
Arts and crafts	0.9	1.2	1.8
Sports	0.9	1.4	2.2
Computer, math, or sciences related activities	0.6	0.8	0.9
Language arts, history or foreign languages	0.5	0.6	1.1
Religious studies	0.8	1.3	1.8
Other activities	0.8	1.2	1.7
Number of activities in which student participated			
1	1.0	1.6	2.2
2-4	1.0	1.5	2.2
5 or more	0.5	0.6	0.5
Student participated in summer activity during the hours he/she would normally be in school during the regular school year	0.8	1.2	1.8

— Not available

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Survey, 1996.

Table S6-1 Standard errors for table 6-1

Parents' highest education level	1990	1991	1992	1993	1994	1995	1996
Total	**1.7**	**1.7**	**1.7**	**1.7**	**1.6**	**1.6**	**1.7**
Less than high school completer	2.5	2.2	2.6	2.4	2.2	2.2	2.3
High school completer	1.6	1.7	1.7	1.7	1.8	1.8	1.6
Some college	1.3	1.4	1.2	1.5	1.2	1.3	1.5
Bachelor's degree or higher	0.8	0.9	0.6	0.9	0.7	0.7	0.9
Not available	3.7	3.6	3.2	3.1	3.1	2.9	3.4

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table S6-2 Standard errors for table 6-2

October	Total	Sex		Race/ethnicity			Family income		
		Male	Female	White	Black	Hispanic	Low	Middle	High
1972	0.2	0.3	0.3	0.2	0.9	1.5	1.1	0.3	0.3
1973	0.2	0.4	0.3	0.2	1.0	1.5	1.2	0.3	0.2
1974	0.2	0.4	0.3	0.3	1.0	1.4	—	—	—
1975	0.2	0.3	0.3	0.2	0.9	1.4	1.1	0.3	0.3
1976	0.2	0.3	0.3	0.3	0.8	1.1	1.1	0.3	0.2
1977	0.2	0.4	0.3	0.3	0.9	1.2	1.1	0.4	0.3
1978	0.3	0.4	0.3	0.3	1.0	1.5	1.2	0.4	0.3
1979	0.3	0.4	0.4	0.3	1.0	1.4	1.2	0.3	0.3
1980	0.2	0.4	0.3	0.3	0.9	1.4	1.1	0.3	0.3
1981	0.2	0.3	0.3	0.3	1.0	1.3	1.1	0.3	0.3
1982	0.3	0.4	0.4	0.3	1.0	1.6	1.3	0.4	0.3
1983	0.3	0.4	0.4	0.3	1.0	1.6	1.1	0.4	0.3
1984	0.3	0.4	0.4	0.3	0.9	1.7	1.2	0.4	0.3
1985	0.3	0.4	0.4	0.3	1.1	2.3	1.3	0.4	0.3
1986	0.3	0.4	0.4	0.3	0.9	2.4	1.1	0.4	0.3
1987	0.3	0.4	0.4	0.3	1.0	1.7	1.1	0.4	0.2
1988	0.4	0.6	0.6	0.4	1.3	4.6	1.8	0.5	0.4
1989	0.4	0.6	0.6	0.4	1.6	3.9	1.6	0.6	0.4
1990	0.3	0.5	0.5	0.4	1.1	2.3	1.4	0.4	0.3
1991	0.3	0.5	0.5	0.4	1.2	2.2	1.4	0.4	0.3
1992	0.4	0.5	0.5	0.4	1.1	2.2	1.4	0.5	0.4
1993	0.4	0.5	0.5	0.4	1.2	2.0	1.6	0.5	0.4
1994	0.4	0.5	0.5	0.4	1.2	2.2	1.6	0.5	0.4
1995	0.4	0.5	0.5	0.4	1.2	2.4	1.5	0.5	0.4
1996	0.4	0.5	0.5	0.4	1.2	2.1	1.5	0.5	0.4

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Dropout Rates in the United States: 1996* (based on the October Current Population Surveys).

Table S7-1 Standard errors for table 7-1

				Family income				Race/ethnicity				
		Type of institution		Low		Middle	High	White	Black		Hispanic	
October	Total	2-year	4-year	Annual	3-year average	Annual	Annual	Annual	Annual	3-year average	Annual	3-year average
1972	1.3	—	—	3.4	(*)	1.7	2.2	1.4	4.6	(*)	9.7	(*)
1973	1.3	0.9	1.2	3.2	(*)	1.7	2.1	1.4	4.3	2.6	9.0	5.3
1974	1.3	0.9	1.2	—	—	—	—	1.4	4.6	2.6	8.9	5.1
1975	1.3	1.0	1.2	3.6	(*)	1.7	2.1	1.4	4.7	2.7	8.4	4.8
1976	1.3	0.9	1.2	4.2	2.3	1.8	2.0	1.4	4.8	2.7	8.0	4.7
1977	1.3	1.0	1.2	3.5	2.1	1.8	2.0	1.4	4.7	2.7	8.0	4.7
1978	1.3	1.0	1.2	3.7	2.2	1.7	2.0	1.4	4.5	2.7	8.4	4.6
1979	1.3	1.0	1.2	3.8	2.1	1.7	2.0	1.4	4.7	2.6	7.9	4.8
1980	1.3	1.0	1.2	3.5	2.1	1.8	2.1	1.4	4.4	2.6	8.7	4.8
1981	1.3	1.1	1.2	3.9	2.1	1.7	2.1	1.4	4.4	2.5	8.2	4.7
1982	1.4	1.1	1.3	3.8	2.3	1.8	2.1	1.5	4.3	2.6	8.0	4.9
1983	1.4	1.1	1.3	4.0	2.2	1.9	2.2	1.6	4.3	2.5	9.0	4.7
1984	1.4	1.1	1.3	3.6	2.2	1.9	2.1	1.5	4.2	2.5	7.7	4.9
1985	1.4	1.2	1.4	4.1	2.2	2.0	2.2	1.6	4.8	2.6	9.8	5.2
1986	1.4	1.1	1.4	3.6	2.2	2.0	2.3	1.6	4.4	2.7	8.9	5.2
1987	1.5	1.2	1.4	3.9	2.2	2.1	2.2	1.7	4.8	2.7	8.3	4.8
1988	1.6	1.3	1.6	4.5	2.6	2.2	2.6	1.8	5.0	3.0	10.1	5.9
1989	1.7	1.4	1.7	4.6	2.7	2.3	2.7	1.9	5.3	3.0	10.5	6.3
1990	1.6	1.3	1.6	4.8	2.6	2.1	2.5	1.8	5.1	3.0	10.8	5.6
1991	1.6	1.4	1.6	4.5	2.6	2.3	2.4	1.8	5.3	2.9	9.6	5.5
1992	1.6	1.4	1.6	4.4	2.6	2.2	2.4	1.8	4.9	3.0	8.5	5.1
1993	1.6	1.4	1.6	4.6	2.6	2.1	2.5	1.9	5.3	3.0	8.2	4.8
1994	1.6	1.3	1.6	4.4	2.5	2.1	2.4	1.8	5.3	3.0	9.5	4.9
1995	1.5	1.3	1.5	3.9	2.3	2.2	2.0	1.8	5.0	2.9	7.5	4.8
1996	1.5	1.4	1.6	4.1	(*)	2.1	2.5	1.8	4.8	(*)	8.8	(*)

— Not available.

* Not applicable.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table S7-2 Standard errors for table 7-2

Parents' highest education level	1990	1991	1992	1993	1994	1995	1996
Total	**1.6**	**1.6**	**1.6**	**1.6**	**1.6**	**1.5**	**1.5**
Less than high school completer	5.2	5.4	5.1	5.4	5.4	4.8	6.1
High school completer	5.5	5.5	5.4	5.4	3.2	3.2	3.1
Some college	5.2	5.1	5.1	5.3	3.0	2.7	2.9
Bachelor's degree or higher	4.1	3.6	4.3	3.6	2.2	1.9	2.2
Not available	5.4	5.4	5.3	5.4	4.6	4.6	4.8

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table S7-3 Standard errors for table 7-3

	Male			Female		
October	Total	2-year	4-year	Total	2-year	4-year
1972	1.9	—	—	1.8	—	—
1973	1.9	1.3	1.8	1.8	1.3	1.6
1974	1.8	1.4	1.7	1.8	1.2	1.7
1975	1.8	1.4	1.7	1.7	1.3	1.6
1976	1.9	1.3	1.8	1.8	1.3	1.7
1977	1.9	1.4	1.8	1.8	1.4	1.6
1978	1.9	1.4	1.8	1.8	1.4	1.6
1979	1.9	1.4	1.8	1.8	1.3	1.6
1980	1.9	1.4	1.7	1.8	1.5	1.7
1981	1.9	1.5	1.8	1.8	1.5	1.7
1982	2.0	1.5	1.8	1.9	1.5	1.8
1983	2.0	1.6	1.9	1.9	1.5	1.8
1984	2.0	1.5	1.9	1.9	1.6	1.8
1985	2.1	1.7	2.1	2.0	1.6	2.0
1986	2.1	1.7	2.0	2.0	1.5	1.9
1987	2.1	1.6	2.1	2.0	1.6	2.0
1988	2.3	1.9	2.2	2.2	1.9	2.2
1989	2.4	1.9	2.4	2.3	2.0	2.3
1990	2.3	1.9	2.3	2.2	1.9	2.3
1991	2.3	2.0	2.3	2.2	2.1	2.3
1992	2.2	1.9	2.2	2.2	2.0	2.3
1993	2.3	2.0	2.3	2.2	1.9	2.2
1994	2.2	1.9	2.2	2.2	1.8	2.2
1995	2.2	2.0	2.2	2.1	1.7	2.2
1996	2.3	1.9	2.2	2.1	1.9	2.2

— Not available.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table S8-1 Standard errors for table 8-1

Race/ethnicity and family income	Marginally or unqualified	College-qualified				
		Total	Minimally	Moderately	Highly	Very highly
Total	**0.8**	**0.8**	**0.5**	**0.5**	**0.6**	**0.6**
Race/ethnicity						
White	0.9	0.9	0.6	0.6	0.7	0.7
Black	2.2	2.2	1.6	1.6	1.2	1.2
Hispanic	1.9	1.9	1.6	1.3	1.2	1.2
Asian/Pacific Islander	3.2	3.2	2.1	1.6	2.0	2.3
American Indian/Alaskan Native	5.3	5.3	5.4	5.4	1.8	0.8
Family income						
Low (less than $25,000)	1.3	1.3	1.0	0.8	0.9	0.6
Middle ($25,000–74,999)	1.0	1.0	0.7	0.7	0.9	0.7
High ($75,000 or more)	1.5	1.5	1.1	1.4	1.6	2.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988 (NELS:88), Third Follow-up (1994).

Table S8-2 Standard errors for table 8-2

Race/ethnicity and family income	Percentage accepted at a 4-year institution	Postsecondary attendance			
		Any 4-year institution	Public 2-year college	Other less-than-4-year	Did not attend
Total	**0.6**	**1.0**	**0.9**	**0.2**	**0.4**
Race/ethnicity					
White	0.7	1.1	1.1	0.2	0.3
Black	2.7	3.6	2.1	0.8	2.8
Hispanic	2.4	3.2	2.4	0.5	2.9
Asian/Pacific Islander	1.8	2.3	2.1	0.2	0.9
American Indian/Alaskan Native	9.6	—	—	—	—
Family income					
Low (less than $25,000)	1.0	1.7	1.6	0.6	0.8
Middle ($25,000–74,999)	0.7	1.3	1.2	0.3	0.6
High ($75,000 or more)	0.5	1.2	1.0	0.3	0.5

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988 (NELS:88), Third Follow-up (1994).

Table S9-1 Standard errors for table 9-1

October	Ages 18-24				Ages 25-34				Age 35 or older			
	Total	White	Black	Hispanic	Total	White	Black	Hispanic	Total	White	Black	Hispanic
					2-year institutions							
1973	0.2	0.3	0.8	2.2	0.1	0.1	0.6	1.5	—	—	—	—
1974	0.3	0.3	0.9	2.	0.1	0.1	0.7	1.3	—	—	—	—
1975	0.3	0.3	1.1	2.3	0.2	0.2	0.8	1.5	—	—	—	—
1976	0.3	0.3	1.0	2.3	0.2	0.2	0.7	1.6	0.1	0.1	0.4	0.9
1977	0.3	0.3	1.0	2.3	0.2	0.2	0.8	1.3	—	—	—	—
1978	0.3	0.3	0.9	2.1	0.1	0.1	0.6	1.3	0.1	0.1	0.4	0.8
1979	0.3	0.3	1.0	2.2	0.1	0.1	0.6	1.2	0.1	0.1	0.3	0.7
1980	0.3	0.3	1.0	2.0	0.1	0.1	0.6	1.1	0.1	0.1	0.3	0.6
1981	0.3	0.3	0.9	2.1	0.1	0.1	0.5	1.1	0.1	0.1	0.3	0.8
1982	0.3	0.3	0.9	2.2	0.1	0.1	0.6	1.1	0.1	0.1	0.3	0.6
1983	0.3	0.3	0.9	2.1	0.1	0.1	0.5	1.2	0.1	0.1	0.2	0.5
1984	0.3	0.3	1.0	1.9	0.1	0.1	0.5	1.0	0.1	0.1	0.3	0.4
1985	0.3	0.3	0.9	1.9	0.1	0.1	0.5	1.0	0.1	0.1	0.3	0.5
1986	0.3	0.3	0.9	2.0	0.1	0.1	0.4	1.0	0.1	0.1	0.3	0.4
1987	0.3	0.3	1.0	1.9	0.1	0.1	0.4	0.9	0.1	0.1	0.2	0.4
1988	0.4	0.4	1.0	2.4	0.1	0.1	0.5	1.0	0.1	0.1	0.3	0.6
1989	0.4	0.4	1.1	2.3	0.1	0.2	0.5	1.0	0.1	0.1	0.2	0.7
1990	0.3	0.4	1.1	2.1	0.1	0.2	0.5	0.9	0.1	0.1	0.2	0.6
1991	0.4	0.4	1.2	2.2	0.1	0.2	0.5	1.0	0.1	0.1	0.2	0.5
1992	0.4	0.4	1.1	2.3	0.1	0.2	0.4	0.9	*0.0	0.1	0.2	0.5
1993	0.4	0.4	1.1	2.2	0.1	0.1	0.5	0.9	0.1	0.1	0.2	0.5
1994	0.4	0.4	1.1	1.9	0.1	0.2	0.5	0.9	0.1	0.1	0.2	0.5
1995	0.4	0.4	1.1	1.9	0.1	0.2	0.5	0.8	*0.0	*0.0	0.2	0.5
1996	0.4	0.4	1.1	2.0	0.1	0.2	0.6	0.8	0.1	0.1	0.2	0.5
					4-year institutions							
1973	0.4	0.4	1.2	2.5	0.1	0.1	0.6	1.2	—	—	—	—
1974	0.4	0.4	1.3	2.2	0.1	0.1	0.6	1.0	—	—	—	—
1975	0.4	0.4	1.3	2.5	0.1	0.1	0.6	1.0	—	—	—	—
1976	0.4	0.5	1.5	2.6	0.2	0.2	0.9	1.2	0.1	0.1	0.5	0.8
1977	0.4	0.4	1.4	2.5	0.2	0.2	0.9	1.6	—	—	—	—
1978	0.4	0.4	1.4	2.3	0.2	0.2	0.8	1.4	0.1	0.1	0.4	0.9
1979	0.4	0.4	1.4	2.3	0.2	0.2	0.7	1.5	0.1	0.1	0.4	0.6
1980	0.4	0.4	1.3	2.3	0.2	0.2	0.7	1.2	0.1	0.1	0.4	0.7
1981	0.4	0.4	1.3	2.1	0.2	0.2	0.7	1.2	0.1	0.1	0.4	0.6
1982	0.4	0.5	1.3	2.1	0.2	0.2	0.7	1.1	0.1	0.1	0.4	0.7
1983	0.4	0.5	1.3	2.4	0.2	0.2	0.6	1.1	0.1	0.1	0.4	0.7
1984	0.4	0.5	1.2	2.3	0.2	0.2	0.6	1.3	0.1	0.1	0.3	0.4
1985	0.4	0.5	1.2	2.2	0.2	0.2	0.6	1.2	0.1	0.1	0.3	0.7
1986	0.4	0.5	1.4	2.2	0.2	0.2	0.6	1.2	0.1	0.1	0.3	0.7
1987	0.5	0.5	1.4	2.1	0.2	0.2	0.6	1.1	0.1	0.1	0.3	0.5
1988	0.5	0.6	1.5	2.7	0.2	0.2	0.6	1.2	0.1	0.1	0.3	0.7
1989	0.5	0.6	1.5	2.5	0.2	0.2	0.6	1.1	0.1	0.1	0.3	0.6
1990	0.5	0.6	1.5	2.2	0.2	0.2	0.5	0.9	0.1	0.1	0.3	0.6
1991	0.5	0.6	1.5	2.4	0.2	0.2	0.6	1.1	0.1	0.1	0.3	0.5
1992	0.5	0.6	1.5	2.4	0.2	0.2	0.6	1.0	0.1	0.1	0.3	0.5
1993	0.5	0.6	1.5	2.3	0.2	0.2	0.6	1.0	0.1	0.1	0.3	0.5
1994	0.5	0.6	1.5	2.3	0.2	0.2	0.7	1.	0.1	0.1	0.3	0.6
1995	0.5	0.6	1.5	2.3	0.2	0.2	0.6	1.0	0.1	0.1	0.3	0.5
1996	0.5	0.7	1.6	2.4	0.2	0.3	0.7	1.2	0.1	0.1	0.3	0.5

— Not available

* Standard errors less than 0.05 are rounded to 0.0.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

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Table S9-2 Standard errors for table 9-2

October	Ages 18–24				Ages 25–34				Age 35 or older			
	Total	White	Black	Hispanic	Total	White	Black	Hispanic	Total	White	Black	Hispanic
						Full time						
1972	0.5	0.5	1.5	3.0	0.2	0.2	0.7	1.3	—	—	—	—
1973	0.4	0.5	1.5	3.1	0.2	0.2	0.7	1.4	—	—	—	—
1974	0.4	0.5	1.5	2.9	0.2	0.2	0.7	1.4	—	—	—	—
1975	0.4	0.5	1.6	3.1	0.2	0.2	0.9	1.4	—	—	—	—
1976	0.4	0.5	1.6	3.0	0.2	0.2	0.8	1.3	*0.0	*0.0	0.3	0.6
1977	0.4	0.5	1.5	2.9	0.2	0.2	0.9	1.3	—	—	—	—
1978	0.4	0.5	1.5	2.5	0.2	0.2	0.7	1.2	*0.0	*0.0	0.3	0.4
1979	0.4	0.5	1.5	2.7	0.1	0.2	0.6	1.4	*0.0	*0.0	0.3	0.5
1980	0.4	0.5	1.4	2.5	0.1	0.1	0.6	1.1	*0.0	*0.0	0.2	0.5
1981	0.4	0.5	1.4	2.5	0.1	0.1	0.6	1.0	*0.0	*0.0	0.3	0.6
1982	0.4	0.5	1.4	2.5	0.2	0.2	0.6	1.1	*0.0	*0.0	0.3	0.1
1983	0.4	0.5	1.4	2.7	0.2	0.2	0.6	1.1	*0.0	*0.0	0.2	0.3
1984	0.4	0.5	1.4	2.6	0.1	0.2	0.5	1.1	*0.0	*0.0	0.2	0.3
1985	0.5	0.5	1.4	2.5	0.1	0.2	0.5	1.0	*0.0	*0.0	0.2	0.4
1986	0.5	0.5	1.4	2.4	0.1	0.1	0.5	1.0	*0.0	*0.0	0.2	0.5
1987	0.5	0.6	1.4	2.3	0.1	0.1	0.5	0.9	*0.0	*0.0	0.2	0.3
1988	0.5	0.6	1.6	3.0	0.2	0.2	0.5	0.9	*0.0	*0.0	0.2	0.4
1989	0.5	0.6	1.7	2.8	0.2	0.2	0.4	0.9	*0.0	*0.0	0.2	0.5
1990	0.5	0.6	1.6	2.5	0.2	0.2	0.5	0.7	*0.0	*0.0	0.2	0.4
1991	0.5	0.6	1.6	2.7	0.2	0.2	0.5	1.0	*0.0	*0.0	0.2	0.3
1992	0.5	0.6	1.6	2.7	0.2	0.2	0.5	0.7	*0.0	*0.0	0.2	0.4
1993	0.5	0.6	1.6	2.6	0.2	0.2	0.5	0.9	*0.0	*0.0	0.2	0.3
1994	0.5	0.6	1.6	2.3	0.2	0.2	0.5	0.9	*0.0	*0.0	0.2	0.4
1995	0.5	0.6	1.6	2.4	0.2	0.2	0.6	0.8	*0.0	*0.0	0.2	0.3
1996	0.6	0.7	1.7	2.5	0.2	0.2	0.6	0.9	*0.0	*0.0	0.2	0.3
						Part time						
1972	0.2	0.2	0.8	1.6	0.2	0.2	0.9	1.6	—	—	—	—
1973	0.2	0.2	0.7	1.6	0.2	0.2	0.7	2.2	—	—	—	—
1974	0.2	0.2	0.7	1.7	0.2	0.2	0.9	1.8	—	—	—	—
1975	0.2	0.2	0.8	1.8	0.2	0.2	0.8	1.6	—	—	—	—
1976	0.2	0.2	0.7	1.7	0.2	0.2	0.8	1.6	0.1	0.1	0.5	1.1
1977	0.2	0.2	0.8	1.5	0.2	0.2	0.9	1.6	—	—	—	—
1978	0.2	0.2	0.7	1.8	0.2	0.2	0.8	1.5	0.1	0.1	0.5	1.1
1979	0.2	0.2	0.7	1.5	0.2	0.2	0.7	1.4	0.1	0.1	0.4	0.8
1980	0.2	0.2	0.7	1.6	0.2	0.2	0.7	1.2	0.1	0.1	0.4	0.8
1981	0.2	0.2	0.7	1.3	0.2	0.2	0.7	1.3	0.1	0.1	0.4	0.8
1982	0.2	0.3	0.7	1.8	0.2	0.2	0.7	1.3	0.1	0.1	0.4	0.9
1983	0.2	0.3	0.7	1.8	0.2	0.2	0.6	1.2	0.1	0.1	0.4	0.8
1984	0.2	0.2	0.8	1.5	0.2	0.2	0.6	1.2	0.1	0.1	0.4	0.6
1985	0.2	0.3	0.7	1.5	0.2	0.2	0.5	1.3	0.1	0.1	0.4	0.8
1986	0.2	0.3	0.7	1.6	0.2	0.2	0.5	1.2	0.1	0.1	0.4	0.7
1987	0.3	0.3	0.8	1.6	0.2	0.2	0.6	1.1	0.1	0.1	0.3	0.6
1988	0.3	0.3	0.7	2.0	0.2	0.2	0.6	1.2	0.1	0.1	0.4	0.9
1989	0.3	0.3	0.8	1.8	0.2	0.2	0.6	1.2	0.1	0.1	0.3	0.8
1990	0.3	0.3	0.9	1.6	0.2	0.2	0.5	1.1	0.1	0.1	0.3	0.7
1991	0.3	0.3	0.7	1.7	0.2	0.2	0.6	1.1	0.1	0.1	0.3	0.6
1992	0.3	0.3	0.9	1.8	0.2	0.2	0.5	1.1	0.1	0.1	0.3	0.6
1993	0.3	0.3	0.8	1.6	0.2	0.2	0.6	1.0	0.1	0.1	0.3	0.6
1994	0.3	0.3	0.8	1.8	0.2	0.2	0.7	1.1	0.1	0.1	0.3	0.6
1995	0.3	0.3	0.9	1.6	0.2	0.2	0.6	0.9	0.1	0.1	0.3	0.6
1996	0.3	0.3	0.9	1.7	0.2	0.2	0.7	1.1	0.1	0.1	0.3	0.6

— Not available

* Standard errors less than 0.05 are rounded to 0.0.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table S9-3 Standard errors for table 9-3

October	Ages 18-24				Ages 25-34				Age 35 or older			
	Total	White	Black	Hispanic	Total	White	Black	Hispanic	Total	White	Black	Hispanic
						Undergraduate						
1972	0.5	0.5	1.6	3.2	0.2	0.2	0.9	1.9	—	—	—	—
1973	0.4	0.5	1.5	3.3	0.2	0.2	0.9	1.9	—	—	—	—
1974	0.4	0.5	1.5	3.1	0.2	0.2	1.0	1.8	—	—	—	—
1975	0.4	0.5	1.7	3.2	0.2	0.2	1.0	1.9	—	—	—	—
1976	0.4	0.5	1.6	3.2	0.2	0.2	1.0	1.8	0.1	0.1	0.5	1.1
1977	0.4	0.5	1.6	3.1	0.2	0.2	1.0	1.8	—	—	—	—
1978	0.4	0.5	1.6	2.8	0.2	0.2	0.9	1.6	0.1	0.1	0.5	0.9
1979	0.4	0.5	1.6	2.9	0.2	0.2	0.8	1.7	0.1	0.1	0.4	0.8
1980	0.4	0.5	1.5	2.8	0.2	0.2	0.8	1.4	0.1	0.1	0.4	0.8
1981	0.4	0.5	1.4	2.6	0.2	0.2	0.7	1.4	0.1	0.1	0.4	0.9
1982	0.5	0.5	1.5	2.8	0.2	0.2	0.8	1.4	0.1	0.1	0.4	0.8
1983	0.5	0.5	1.5	2.9	0.2	0.2	0.7	1.4	0.1	0.1	0.4	0.8
1984	0.5	0.5	1.4	2.7	0.2	0.2	0.7	1.4	0.1	0.1	0.3	0.4
1985	0.5	0.5	1.5	2.7	0.2	0.2	0.7	1.3	0.1	0.1	0.3	0.7
1986	0.5	0.5	1.5	2.7	0.2	0.2	0.7	1.4	0.1	0.1	0.4	0.7
1987	0.5	0.6	1.5	2.6	0.2	0.2	0.7	1.2	0.1	0.1	0.3	0.6
1988	0.6	0.6	1.7	3.3	0.2	0.2	0.7	1.3	0.1	0.1	0.4	0.8
1989	0.6	0.6	1.7	3.1	0.2	0.2	0.6	1.3	0.1	0.1	0.3	0.8
1990	0.5	0.6	1.7	2.8	0.2	0.2	0.6	1.1	0.1	0.1	0.3	0.7
1991	0.5	0.6	1.7	2.9	0.2	0.2	0.7	1.3	0.1	0.1	0.3	0.6
1992	0.6	0.6	1.7	2.9	0.2	0.2	0.6	1.3	0.1	0.1	0.3	0.6
1993	0.6	0.6	1.7	2.8	0.2	0.2	0.7	1.2	0.1	0.1	0.3	0.6
1994	0.5	0.6	1.7	2.7	0.2	0.2	0.7	1.2	0.1	0.1	0.3	0.7
1995	0.6	0.7	1.7	2.6	0.2	0.2	0.7	1.1	0.1	0.1	0.3	0.6
1996	0.6	0.7	1.8	2.7	0.2	0.2	0.8	1.2	0.1	0.1	0.3	0.5
						Graduate						
1972	0.2	0.2	0.5	0.9	0.2	0.2	0.7	0.9	—	—	—	—
1973	0.2	0.2	0.4	1.0	0.2	0.2	0.5	1.6	—	—	—	—
1974	0.2	0.2	0.4	0.8	0.2	0.2	0.6	1.4	—	—	—	—
1975	0.2	0.2	0.4	1.0	0.2	0.2	0.5	0.8	—	—	—	—
1976	0.2	0.2	0.5	1.0	0.2	0.2	0.6	0.9	0.1	0.1	0.3	0.4
1977	0.2	0.2	0.4	0.8	0.2	0.2	0.6	1.2	—	—	—	—
1978	0.2	0.2	0.4	0.9	0.2	0.2	0.5	1.0	0.1	0.1	0.3	0.7
1979	0.1	0.2	0.4	0.6	0.2	0.2	0.5	1.0	0.1	0.1	0.3	0.4
1980	0.2	0.2	0.4	0.6	0.2	0.2	0.5	0.9	0.1	0.1	0.3	0.4
1981	0.1	0.2	0.4	0.8	0.1	0.2	0.5	0.9	0.1	0.1	0.3	0.3
1982	0.2	0.2	0.4	0.6	0.2	0.2	0.5	0.9	0.1	0.1	0.3	0.5
1983	0.2	0.2	0.4	0.8	0.2	0.2	0.4	0.8	0.1	0.1	0.3	0.4
1984	0.2	0.2	0.4	0.8	0.1	0.2	0.4	0.8	0.1	0.1	0.2	0.5
1985	0.2	0.2	0.3	0.8	0.1	0.2	0.4	0.9	0.1	0.1	0.2	0.5
1986	0.2	0.2	0.4	0.6	0.1	0.2	0.3	0.8	0.1	0.1	0.2	0.5
1987	0.2	0.2	0.5	0.6	0.1	0.2	0.4	0.7	0.1	0.1	0.2	0.4
1988	0.2	0.2	0.5	0.6	0.1	0.2	0.4	0.8	0.1	0.1	0.2	0.6
1989	0.2	0.2	0.5	0.7	0.2	0.2	0.3	0.6	0.1	0.1	0.2	0.5
1990	0.2	0.2	0.5	0.4	0.1	0.2	0.3	0.7	0.1	0.1	0.2	0.4
1991	0.2	0.2	0.4	0.6	0.1	0.2	0.4	0.7	0.1	0.1	0.2	0.4
1992	0.2	0.2	0.4	0.6	0.1	0.2	0.3	0.5	*0.0	0.1	0.2	0.3
1993	0.2	0.2	0.3	0.5	0.1	0.2	0.4	0.7	*0.0	0.1	0.2	0.3
1994	0.2	0.2	0.4	0.6	0.1	0.2	0.4	0.7	*0.0	0.1	0.2	0.4
1995	0.2	0.2	0.5	0.7	0.2	0.2	0.4	0.5	0.1	0.1	0.2	0.3
1996	0.2	0.2	0.6	0.8	0.2	0.2	0.5	0.7	0.1	0.1	0.2	0.4

— Not available

* Standard errors less than 0.05 are rounded to 0.0.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table S9-4 Standard errors for table 9-4

October	Ages 18–24				Ages 25–34				Age 35 or older			
	Total	White	Black	Hispanic	Total	White	Black	Hispanic	Total	White	Black	Hispanic
1972	0.5	0.5	1.7	3.3	0.3	0.3	1.1	2.0	—	—	—	—
1973	0.5	0.5	1.6	3.4	0.3	0.3	1.0	2.4	—	—	—	—
1974	0.5	0.5	1.6	3.2	0.3	0.3	1.1	2.2	—	—	—	—
1975	0.5	0.5	1.7	3.3	0.3	0.3	1.1	2.1	—	—	—	—
1976	0.5	0.5	1.7	3.2	0.3	0.3	1.1	2.0	0.1	0.1	0.6	1.2
1977	0.5	0.5	1.6	3.1	0.3	0.3	1.2	2.0	—	—	—	—
1978	0.4	0.5	1.6	2.9	0.2	0.3	1.0	1.8	0.1	0.1	0.6	1.2
1979	0.4	0.5	1.6	2.9	0.2	0.3	0.9	1.9	0.1	0.1	0.5	0.9
1980	0.4	0.5	1.5	2.8	0.2	0.3	0.9	1.6	0.1	0.1	0.5	0.9
1981	0.4	0.5	1.5	2.7	0.2	0.2	0.9	1.6	0.1	0.1	0.5	1.0
1982	0.5	0.5	1.5	2.8	0.2	0.3	0.9	1.6	0.1	0.1	0.5	0.9
1983	0.5	0.5	1.5	3.0	0.2	0.3	0.8	1.6	0.1	0.1	0.4	0.9
1984	0.5	0.5	1.5	2.8	0.2	0.2	0.8	1.6	0.1	0.1	0.4	0.6
1985	0.5	0.5	1.5	2.8	0.2	0.3	0.7	1.6	0.1	0.1	0.4	0.9
1986	0.5	0.6	1.5	2.7	0.2	0.2	0.8	1.5	0.1	0.1	0.4	0.8
1987	0.5	0.6	1.5	2.6	0.2	0.2	0.7	1.4	0.1	0.1	0.4	0.7
1988	0.6	0.6	1.7	3.3	0.2	0.3	0.8	1.5	0.1	0.1	0.4	0.9
1989	0.6	0.7	1.7	3.1	0.2	0.3	0.7	1.5	0.1	0.1	0.3	0.9
1990	0.5	0.6	1.7	2.8	0.2	0.3	0.7	1.3	0.1	0.1	0.4	0.8
1991	0.6	0.6	1.7	2.9	0.2	0.3	0.8	1.4	0.1	0.1	0.4	0.7
1992	0.6	0.6	1.7	2.9	0.2	0.3	0.7	1.4	0.1	0.1	0.3	0.7
1993	0.6	0.7	1.7	2.8	0.2	0.3	0.8	1.4	0.1	0.1	0.4	0.7
1994	0.6	0.7	1.7	2.7	0.2	0.3	0.8	1.4	0.1	0.1	0.4	0.8
1995	0.6	0.7	1.7	2.6	0.2	0.3	0.8	1.2	0.1	0.1	0.4	0.7
1996	0.6	0.7	1.8	2.8	0.3	0.3	0.9	1.4	0.1	0.1	0.4	0.7

— Not available

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table S10-1 Standard errors for table 10-1

Selected student and parent characteristics	Public 4-year	Public 2-year	Private, not-for-profit 4-year	Private, for-profit	Other
			Academic year 1989-90		
Total	**1.6**	**1.8**	**0.8**	**0.8**	**0.5**
Race/ethnicity of student					
White	1.9	2.2	1.0	0.9	0.6
Black	3.5	4.6	1.6	2.9	0.9
Hispanic	2.6	4.1	1.1	2.3	0.6
Asian/Pacific Islander	4.5	5.4	2.1	1.3	0.4
American Indian/Alaskan Native	5.9	11.9	4.5	10.1	1.1
Dependency status and income					
Dependent, less than $30,000	2.1	2.7	1.0	1.1	0.7
Dependent, $30,000 to $59,999	2.2	2.4	1.2	0.8	0.5
Dependent, $60,000 or more	2.9	3.1	2.2	0.7	0.7
Independent, less than $10,000	1.7	3.4	0.6	2.7	1.1
Independent, $10,000 or more	1.2	2.9	0.7	2.0	1.1
Age as of 12/31/95					
18-19	2.0	2.1	1.1	0.7	0.5
20-23	1.7	3.2	0.7	2.3	1.1
24 or older	1.0	2.9	0.6	2.2	1.2
Parents' highest education level					
High school or less	1.6	2.2	0.7	1.3	0.7
Some college	2.2	2.7	1.1	1.0	0.7
Bachelor's degree or more	2.2	2.3	1.6	0.5	0.6
			Academic year 1995-96		
Total	1.0	1.4	0.7	0.8	0.4
Race/ethnicity of student					
White	1.1	1.7	0.9	0.8	0.5
Black	2.4	3.7	2.6	3.3	0.7
Hispanic	3.9	4.5	1.7	3.3	0.8
Asian/Pacific Islander	4.4	4.8	2.7	1.3	1.1
American Indian/Alaskan Native	6.9	11.5	2.4	6.4	6.2
Dependency status and income					
Dependent, less than $30,000	2.0	2.5	1.1	1.2	0.5
Dependent, $30,000 to $59,999	1.5	2.0	1.1	0.6	0.4
Dependent, $60,000 or more	1.8	2.2	1.6	0.4	0.2
Independent, less than $10,000	1.1	3.6	1.2	3.1	1.1
Independent, $10,000 or more	0.9	2.5	0.6	1.8	1.4
Age as of 12/31/95					
18-19	1.3	1.6	1.0	0.6	0.3
20-23	1.9	2.7	1.0	1.7	0.9
24 or older	0.9	2.6	0.8	2.1	1.3
Parents' highest education level					
High school or less	1.1	1.8	0.8	1.3	0.7
Some college	1.8	2.6	1.0	1.0	0.5
Bachelor's degree or more	1.5	1.9	1.5	0.5	0.3

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1990 Beginning Postsecondary Students Longitudinal Study (BPS:90/94) and 1995–96 National Postsecondary Student Aid Study (NPSAS:96).

Table S11-1 Standard errors for table 11-1

Selected characteristics	Did not transfer	First transfer, by destination: Total	Public 4-year	Private 4-year	Public less-than-4-year	Private less-than-4-year
Total	**2.2**	**2.2**	**1.8**	**0.7**	**1.4**	**1.0**
Sex						
Male	2.9	2.9	2.4	0.9	1.9	1.6
Female	3.1	3.1	2.1	1.1	2.1	1.1
Race/ethnicity						
White	2.6	2.6	2.1	0.8	1.5	1.1
Black	6.6	6.6	5.0	2.2	5.6	2.8
Hispanic	5.6	5.6	4.7	1.6	4.6	4.0
Asian/Pacific Islander	—	—	—	—	—	—
American Indian/Alaskan Native	—	—	—	—	—	—
Parents' educational attainment						
Less than high school graduate	5.4	5.4	2.9	0.2	4.2	3.8
High school graduate	3.5	3.5	2.8	1.2	2.2	1.4
Some postsecondary	4.5	4.5	3.4	1.5	3.2	2.2
Bachelor's degree	5.0	5.0	3.9	1.1	4.0	2.4
Advanced degree	6.1	6.1	6.4	4.3	6.0	1.1
Socioeconomic status						
Lowest quartile	3.8	3.8	2.0	1.0	3.0	2.0
Middle two quartiles	2.9	2.9	2.2	0.9	1.8	1.6
Highest quartile	3.7	3.7	3.1	1.5	2.7	1.6
Family income						
Less than $20,000	4.6	4.6	3.7	1.5	3.7	2.6
20,000–39,999	4.1	4.1	3.3	1.5	2.8	2.2
40,000–59,999	5.0	5.0	4.3	2.1	3.9	2.2
60,000 or more	6.2	6.2	5.7	3.3	4.6	1.5
Age as of 12/31/89						
18 years or younger	3.1	3.1	2.7	1.3	2.4	1.4
19 years	4.4	4.4	3.7	1.3	3.3	1.4
20–29 years	3.7	3.7	2.5	1.0	2.4	2.2
30 years or older	3.8	3.8	1.5	0.9	2.9	2.5
Expected educational attainment						
Less than 2 years of postsecondary education	4.7	4.7	3.8	0.0	3.2	0.3
2 to 3 years of postsecondary education	4.0	4.0	1.3	0.0	3.6	2.5
Bachelor's degree or higher	2.7	2.7	2.4	1.0	1.8	1.1
High school credential						
High school diploma	2.3	2.3	1.9	0.7	1.5	1.0
Equivalency certificate	6.8	6.8	1.6	0.0	5.7	2.6
None	—	—	—	—	—	—
Diploma/delayed entry status						
Diploma, did not delay	2.8	2.8	2.5	1.0	2.1	1.2
Diploma, delayed entry	3.1	3.1	2.0	0.8	6.0	1.8
No diploma	6.6	6.6	2.5	0.0	5.4	2.5

Table S11-1 Standard errors for table 11-1—Continued

Selected characteristics	Did not transfer	First transfer, by destination: Total	Public 4-year	Private, 4-year	Public less-than-4-year	Private less-than-4-year
Self-rating of academic ability						
Above average	4.5	4.5	3.9	2.0	2.4	1.8
Average or below	2.5	2.5	2.0	0.7	1.8	1.1
Marital status in 1989–90						
Never married	2.5	2.5	2.2	0.9	1.7	1.2
Married	3.8	3.8	2.0	0.1	2.4	1.6
Divorced/separated/widowed	8.2	8.2	3.4	2.2	6.7	4.1
Number of children in 1989–90						
None	2.4	2.4	2.0	0.8	1.7	1.2
One	5.9	5.9	2.2	1.7	4.8	2.8
Two	6.6	6.6	3.4	0.3	4.1	3.8
Three or more	—	—	—	—	—	—
Enrollment status in 1989–90						
Exclusively full-time	3.2	3.2	3.0	1.0	2.2	1.4
Mixed	6.5	6.5	5.0	3.7	5.1	3.7
Exclusively part-time	3.8	3.8	2.4	1.1	2.2	1.8
Enrollment status, first term						
Full-time	3.2	3.2	3.0	1.1	1.8	1.2
At least half, less than full-time	3.8	3.8	2.6	1.3	2.8	1.9
Less than half-time	4.3	4.3	2.3	1.2	3.1	2.2
Grade point average in 1989–90						
Below 2.75	3.3	3.3	2.5	1.0	2.2	1.6
2.75–3.24	5.3	5.3	4.3	0.6	3.6	2.3
3.25 or higher	5.0	5.0	4.5	2.3	3.6	1.7
Academic integration in 1989–90						
Low	6.1	6.1	4.9	0.0	4.2	3.8
Moderate	5.4	5.4	4.5	2.4	3.7	2.5
High	8.7	8.7	5.3	3.7	7.7	2.4
Social integration in 1989–90						
Low	3.4	3.4	2.1	1.3	2.3	1.3
Moderate	7.8	7.8	5.9	2.6	3.7	2.9
High	—	—	—	—	—	—
Degree goal in 1989–90						
Not working toward degree	7.9	7.9	2.8	2.7	6.0	5.3
Certificate/license	3.9	3.9	0.5	1.4	2.0	3.2
Associate degree	2.6	2.6	2.1	1.1	2.3	1.2
Bachelor's degree	3.9	3.9	3.8	1.1	2.8	1.8
Degree program in 1989–90						
Undergraduate certificate	6.0	6.0	3.6	2.3	4.6	4.2
Associate degree	2.7	2.7	2.3	0.8	1.7	1.0
Bachelor's degree	—	—	—	—	—	—
Other undergraduate	4.7	4.7	3.5	1.6	3.1	2.0

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Table S11-1 Standard errors for table 11-1—Continued

Selected characteristics	Did not transfer	First transfer, by destination: Total	Public 4-year	Private 4-year	Public less-than-4-year	Private less-than-4-year
Months enrolled in 1989–90						
1–6 months	3.8	3.8	2.2	0.9	2.7	2.0
7–9 months	3.9	3.9	3.7	0.9	2.2	1.6
10–12 months	3.0	3.0	2.7	1.4	2.2	1.2
Received aid in 1989–90						
No	2.5	2.5	1.8	0.8	1.7	1.2
Yes	3.3	3.3	3.2	1.3	1.9	1.5
Received grant in 1989–90						
No	2.4	2.4	1.8	0.8	1.7	1.2
Yes	3.4	3.4	3.4	1.2	2.0	1.7
Received loan in 1989–90						
No	2.2	2.2	1.8	0.7	1.4	1.0
Yes	7.8	7.8	6.1	2.4	4.6	4.0
Employed while enrolled						
None	5.8	5.8	3.2	0.3	4.9	1.7
1–50 percent	4.7	4.7	4.4	2.2	4.6	2.9
More than 50 percent	2.6	2.6	2.0	0.8	1.5	1.1
Hours worked per week while enrolled						
None	5.3	5.3	3.3	1.4	4.2	2.2
1–20 hours	4.8	4.8	4.4	1.7	2.8	2.0
More than 20 hours	2.4	2.4	1.8	0.9	1.7	1.2
Attainment before transfer						
Did not transfer	0.0	(*)	(*)	(*)	(*)	(*)
Transferred without credential	(*)	0.0	3.6	1.7	3.7	2.8
Transferred with certificate	(*)	—	—	—	—	—
Transferred with associate degree	(*)	0.0	5.4	4.4	3.8	1.2

— Not available.

* Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1990 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:90/94).

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Table S11-2 Standard errors for table 11-2

	Attainment at first institution			1994 attainment at any institution									
				Attained						No degree			
					Certificate		Associate			Enrolled			
Selected characteristics	None	Certificate	Associate	Total	Not enrolled at 4-year	Enrolled at 4-year	Not enrolled at 4-year	Enrolled at 4-year	Bachelor's	Total	Less-than-4-year	4-year	Not enrolled
Total	**1.7**	**1.0**	**1.6**	**1.9**	**1.3**	**0.3**	**1.5**	**0.7**	**1.0**	**1.5**	**1.3**	**0.9**	**2.0**
Sex													
Male	2.4	1.2	1.9	2.6	1.8	0.4	1.6	1.0	1.4	2.4	2.0	1.4	2.9
Female	2.6	1.3	2.5	2.8	1.8	0.5	2.4	1.1	1.3	1.8	1.7	1.0	2.9
Race/ethnicity													
White	2.0	1.1	1.8	2.2	1.5	0.4	1.7	0.9	1.1	1.5	1.2	1.0	2.2
Black	6.5	3.8	4.5	6.6	4.9	0.0	3.4	2.6	2.2	4.8	4.1	2.6	7.5
Hispanic	4.5	1.0	4.4	6.2	4.9	0.0	3.9	2.0	3.0	6.7	5.2	2.7	7.0
Asian/Pacific Islander	—	—	—	—	—	—	—	—	—	—	—	—	—
American Indian/Alaskan Native	—	—	—	—	—	—	—	—	—	—	—	—	—
Parents' educational attainment													
Less than high school graduate	3.6	2.6	2.6	4.9	4.7	0.0	2.5	0.0	1.3	3.8	3.8	0.0	5.5
High school graduate	2.9	1.9	2.4	3.2	2.4	0.5	2.3	1.2	1.6	2.2	1.8	1.4	3.4
Some postsecondary	4.1	2.1	3.9	4.1	2.6	0.7	2.6	1.8	2.2	3.3	3.0	2.0	4.4
Bachelor's degree	3.5	1.0	3.5	4.8	3.5	0.0	3.0	2.3	1.8	4.1	3.5	2.5	4.8
Advanced degree	5.8	0.0	5.8	6.0	1.5	2.1	5.7	2.3	4.8	5.3	4.0	4.2	6.0
Socioeconomic status													
Lowest quartile	3.9	2.8	2.4	4.7	3.6	0.0	2.5	0.8	1.0	3.0	2.9	0.6	4.9
Middle two quartiles	2.4	1.3	2.0	2.7	1.8	0.3	1.7	1.1	1.3	2.3	1.9	1.3	2.9
Highest quartile	3.0	0.8	3.1	3.3	1.9	0.9	2.9	1.6	2.3	2.5	1.9	1.8	3.0
Family income													
Less than $20,000	4.0	1.9	3.8	4.4	3.3	0.0	3.6	1.6	2.1	3.7	3.3	2.3	4.4
20,000–39,999	3.4	1.6	3.3	4.2	2.8	0.8	2.7	1.9	2.5	3.2	2.2	2.5	4.0
40,000–59,999	4.4	1.8	4.1	4.8	2.9	0.9	3.9	1.8	2.6	3.2	2.8	1.9	4.7
60,000 or more	5.6	1.4	5.3	6.2	2.0	2.1	6.2	2.6	3.8	5.6	3.7	4.4	5.9
Age as of 12/31/89													
18 years or younger	2.5	1.0	2.6	2.6	1.6	0.7	2.3	1.3	2.0	2.1	1.7	1.6	2.7
19 years	4.4	2.5	3.9	4.5	3.4	0.0	3.5	1.6	1.2	3.9	3.4	2.6	4.8
20–29 years	3.4	2.0	2.7	3.8	3.1	0.0	2.1	1.0	1.1	3.1	3.0	1.0	4.3
30 years or older	3.8	2.9	2.2	4.5	3.5	0.0	2.4	0.6	0.6	2.9	2.9	0.0	4.4
Expected educational attainment													
Less than 2 years of postsecondary education	6.5	6.2	2.4	6.7	6.4	0.0	2.5	0.0	0.0	5.8	4.7	3.8	7.4
2 to 3 years of postsecondary education	3.4	2.1	2.7	4.5	3.7	0.0	2.5	0.7	1.0	3.1	3.1	0.7	4.4
Bachelor's degree or higher	2.0	0.8	1.9	2.3	1.4	0.5	1.8	1.1	1.4	1.8	1.5	1.2	2.5
High school credential													
High school diploma	1.8	0.9	1.6	1.9	1.3	0.3	1.6	0.8	1.1	1.6	1.3	0.9	2.0
Equivalency certificate	4.7	4.2	2.2	5.8	5.1	0.0	2.6	0.0	1.4	2.3	2.3	0.0	6.2
None	—	—	—	—	—	—	—	—	—	—	—	—	—
Diploma/delayed entry status													
Diploma, did not delay	2.2	0.8	2.2	2.3	1.5	0.5	2.0	1.2	1.7	2.0	1.6	1.4	2.2
Diploma, delayed entry	2.8	1.9	2.1	2.9	2.4	0.0	1.7	0.8	0.8	2.2	2.2	0.8	3.1
No diploma	4.7	3.9	2.8	5.7	4.8	0.0	3.1	0.0	1.3	2.9	2.1	2.0	6.3

Table S11-2 Standard errors for table 11-2—Continued

				1994 attainment at any institution									
				Attained						No degree			
	Attainment at first institution				Certificate		Associate			Enrolled			
Selected characteristics	None	Certificate	Associate	Total	Not enrolled at 4-year	Enrolled at 4-year	Not enrolled at 4-year	Enrolled at 4-year	Bachelor's	Total	Less-than-4-year	4-year	Not enrolled
Self-rating of academic ability													
Above average	3.7	2.0	3.3	3.5	2.5	1.0	2.9	1.9	2.5	3.1	2.7	2.0	3.8
Average or below	1.8	1.0	1.7	2.2	1.5	0.3	1.7	0.8	1.0	1.8	1.5	0.9	2.5
Marital status in 1989–90													
Never married	2.0	0.9	1.9	2.2	1.4	0.4	1.7	0.9	1.4	1.9	1.6	1.1	2.4
Married	4.1	3.2	2.5	4.6	3.6	0.0	2.1	1.3	1.3	2.7	2.7	0.0	5.1
Divorced/separated/widowed	4.6	4.3	1.6	6.8	6.7	0.0	2.5	0.0	1.0	4.6	3.8	3.0	7.8
Number of children in 1989–90													
None	1.9	0.8	1.8	2.1	1.4	0.4	1.7	0.9	1.2	1.8	1.5	1.1	2.2
One	5.6	5.0	3.3	6.9	6.7	0.0	3.0	2.0	0.0	3.5	3.4	0.8	7.4
Two	5.5	4.0	3.1	6.5	5.6	0.0	2.9	1.2	0.0	4.8	4.4	2.1	7.6
Three or more	6.7	3.9	5.9	7.9	6.0	0.0	6.5	0.0	2.9	6.3	6.3	0.0	8.8
Enrollment status in 1989–90													
Exclusively full time	2.7	1.4	2.6	3.0	1.9	0.5	2.3	1.4	1.9	2.2	1.8	1.4	3.0
Mixed	6.0	3.4	5.2	6.3	4.9	0.0	4.8	2.8	2.9	4.6	3.2	3.5	5.9
Exclusively part time	2.6	1.6	1.9	3.2	2.6	0.6	1.9	1.1	0.7	2.9	2.4	1.5	4.1
Enrollment status, first term													
Full time	2.7	1.3	2.5	2.8	1.8	0.6	2.0	1.2	1.9	1.8	1.4	1.3	2.8
At least half, less than full time	2.6	1.3	2.4	3.6	2.5	0.6	2.9	1.0	1.0	3.5	3.1	2.0	4.0
Less than half time	2.9	2.3	2.2	3.5	3.0	0.0	2.3	0.9	1.3	2.9	2.6	1.8	4.6
Grade point average in 1989–90													
Below 2.75	2.3	1.1	2.1	2.8	2.1	0.5	2.1	0.9	1.4	2.5	2.0	1.6	3.1
2.75–3.24	5.0	1.7	5.1	5.0	2.3	1.3	4.8	2.4	2.3	2.9	2.1	2.2	4.7
3.25 or higher	5.1	3.3	4.3	5.1	4.0	0.7	3.7	1.8	2.5	3.5	3.4	1.3	4.7
Academic integration in 1989–90													
Low	3.9	3.9	0.0	4.3	4.2	0.0	0.0	0.0	1.7	5.1	4.0	3.8	5.3
Moderate	4.6	1.8	4.4	5.3	3.8	0.0	3.8	2.2	2.8	3.8	3.0	2.6	5.5
High	6.5	3.4	5.6	7.2	4.5	0.0	6.1	2.6	3.4	7.0	6.7	3.8	7.4
Social integration in 1989–90													
Low	3.2	2.3	2.3	3.3	2.8	0.0	2.5	0.5	1.4	3.5	3.2	1.4	4.1
Moderate	5.1	1.9	4.8	5.7	4.3	1.2	5.4	2.2	3.4	4.2	3.7	2.7	5.8
High	—	—	—	—	—	—	—	—	—	—	—	—	—
Degree goal in 1989–90													
Not working toward degree	1.1	1.1	0.0	5.3	3.5	0.0	3.6	0.0	2.3	5.6	5.0	2.7	7.2
Certificate/license	5.4	5.5	2.5	5.9	5.9	0.0	2.5	0.0	0.0	2.9	2.6	1.3	5.8
Associate degree	2.4	0.9	2.3	2.7	1.7	0.4	1.8	1.0	1.4	2.0	1.7	1.2	2.7
Bachelor's degree	3.0	1.0	3.0	3.9	2.1	0.8	3.5	1.7	2.1	3.1	3.0	2.0	3.8
Degree program in 1989–90													
Undergraduate certificate	4.4	3.1	3.4	6.3	4.7	0.9	2.9	1.6	1.7	4.4	3.5	2.2	6.2
Associate degree	2.0	1.0	1.9	2.3	1.5	0.4	1.8	1.0	1.3	2.0	1.7	1.1	2.5
Bachelor's degree	—	—	—	—	—	—	—	—	—	—	—	—	—
Other undergraduate	4.5	2.8	3.7	4.9	3.3	0.7	3.3	1.8	2.3	2.8	2.2	2.0	5.4

Table S11-2 Standard errors for table 11-2—Continued

	Attainment at first institution			1994 attainment at any institution									
				Attained						No degree			
					Certificate		Associate			Enrolled			
Selected characteristics	None	Certificate	Associate	Total	Not enrolled at 4-year	Enrolled at 4-year	Not enrolled at 4-year	Enrolled at 4-year	Bachelor's	Total	Less-than-4-year	4-year	Not enrolled
Months enrolled in 1989-90													
1-6 months	2.6	1.6	2.1	3.3	2.2	0.7	2.8	0.0	0.7	2.5	2.1	1.1	3.9
7-9 months	3.4	1.7	3.1	3.8	2.6	0.5	2.4	1.5	2.3	2.7	2.0	2.0	4.1
10-12 months	3.0	1.3	2.9	3.3	1.9	0.4	2.7	1.6	1.8	2.4	2.1	1.5	3.1
Received aid in 1989-90													
No	2.1	1.1	1.9	2.3	1.5	0.4	1.9	0.9	1.0	1.7	1.6	1.0	2.5
Yes	2.9	1.6	2.6	3.1	2.2	0.4	1.9	1.3	1.9	2.3	1.4	1.5	3.2
Received grant in 1989-90													
No	2.0	1.0	1.8	2.3	1.5	0.4	1.8	0.9	1.0	1.7	1.5	1.0	2.4
Yes	2.9	1.7	2.6	3.2	2.4	0.5	2.1	1.3	1.9	2.5	1.6	1.7	3.4
Received loan in 1989-90													
No	1.8	1.0	1.6	2.0	1.3	0.3	1.5	0.8	1.0	1.5	1.3	0.9	2.1
Yes	6.7	3.0	5.8	8.0	5.1	0.0	4.9	3.6	4.5	3.3	0.0	3.3	8.2
Employed while enrolled													
None	6.9	5.9	3.7	7.5	6.5	0.0	3.3	0.0	2.0	4.2	3.4	2.5	7.6
1-50 percent	4.4	2.6	3.7	4.9	4.5	0.0	3.8	2.3	2.7	3.5	3.2	1.8	5.1
More than 50 percent	2.0	0.9	1.9	2.2	1.4	0.4	1.7	0.8	1.1	1.8	1.5	1.0	2.5
Hours worked per week while enrolled													
None	4.1	3.1	2.9	4.7	4.2	0.0	2.7	1.5	2.0	2.9	2.3	1.9	5.0
1-20 hours	3.8	1.7	3.6	4.8	2.8	0.9	3.4	2.1	2.5	2.9	2.4	2.1	4.3
More than 20 hours	2.2	1.0	2.0	2.2	1.5	0.4	1.6	0.8	1.2	1.9	1.6	1.1	2.5
First transfer													
Did not transfer	2.4	1.6	2.0	2.5	1.7	(*)	1.9	(*)	(*)	1.6	1.6	(*)	2.5
Transferred to less-than-4-year	2.2	1.5	1.8	4.9	4.2	0.0	3.2	0.0	0.6	3.8	3.8	0.0	4.5
Transferred to 4-year	3.7	0.6	3.6	4.0	0.6	1.4	2.7	3.1	3.8	3.2	1.7	3.0	2.9

— Not available.

* Not applicable

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1990 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:90/94).

Table S11-3 Standard errors for table 11-3

Selected characteristics	Did not transfer	Transferred without degree	Transferred with certificate	Transferred with associate
Total	**2.1**	**1.9**	**0.3**	**1.0**
Sex				
Male	2.8	2.5	0.4	1.4
Female	3.1	2.8	0.5	1.6
Race/ethnicity				
White	2.5	2.2	0.4	1.2
Black	6.3	6.0	0.0	2.7
Hispanic	5.7	5.6	0.0	3.2
Asian/Pacific Islander	—	—	—	—
American Indian/Alaskan Native	—	—	—	—
Parents' educational attainment				
Less than high school graduate	5.3	5.1	0.2	1.0
High school graduate	3.3	3.1	0.1	1.5
Some postsecondary	4.4	4.0	1.5	2.4
Bachelor's degree	4.9	5.1	0.8	2.5
Advanced degree	6.3	6.7	0.0	5.1
Socioeconomic status				
Lowest quartile	3.7	3.6	0.0	1.4
Middle two quartiles	2.8	2.6	0.5	1.3
Highest quartile	3.7	3.9	0.6	2.3
Family income				
Less than $20,000	4.6	4.4	0.0	2.9
20,000–39,999	4.1	4.6	0.6	2.3
40,000–59,999	5.0	4.6	1.5	3.2
60,000 or more	6.4	6.5	1.5	2.9
Age as of 12/31/89				
18 years or younger	3.2	3.2	0.7	2.0
19 years	4.5	4.3	0.0	2.6
20–29 years	3.5	3.5	0.6	1.5
30 years or older	3.8	3.8	0.2	0.6
Expected educational attainment				
Less than 2 years of postsecondary education	4.7	4.7	0.5	0.0
2 to 3 years of postsecondary education	4.1	4.1	0.0	1.0
Bachelor's degree or higher	2.7	2.5	0.5	1.4
High school credential				
High school diploma	2.2	2.0	0.3	1.1
Equivalency certificate	6.8	6.8	0.0	0.8
None	—	—	—	—

Table S11-3 Standard errors for table 11-3—Continued

Selected characteristics	Did not transfer	Transferred without degree	Transferred with certificate	Transferred with associate
Diploma/delayed entry status				
Diploma, did not delay	2.8	2.6	0.5	1.7
Diploma, delayed entry	3.0	2.7	0.4	1.4
No diploma	6.6	6.6	0.0	0.7
Self-rating of academic ability				
Above average	4.4	3.7	0.6	2.8
Average or below	2.4	2.3	0.4	1.1
Marital status in 1989-90				
Never married	2.4	2.2	0.4	1.4
Married	3.8	2.9	0.1	1.7
Divorced/separated/widowed	8.1	8.2	0.0	1.0
Number of children in 1989-90				
None	2.4	2.3	0.4	1.2
One	5.7	5.5	0.0	2.0
Two	6.6	6.6	0.3	1.2
Three or more	10.0	9.9	0.0	1.6
Enrollment status in 1989-90				
Exclusively full time	3.3	3.0	0.3	1.9
Mixed	6.0	6.1	2.8	3.9
Exclusively part time	3.9	3.5	0.0	1.0
Enrollment status, first term				
Full time	3.1	2.8	0.4	2.0
At least half, less than full time	3.7	3.6	0.0	1.5
Less than half time	4.2	3.6	1.1	1.2
Grade point average in 1989-90				
Below 2.75	3.4	3.3	0.3	1.6
2.75-3.24	5.3	5.4	0.9	2.9
3.25 or higher	4.8	4.2	1.6	2.7
Academic integration in 1989-90				
Low	3.1	2.7	0.4	1.6
Moderate	3.1	2.9	0.7	1.7
High	4.9	4.7	0.1	2.7
Social integration in 1989-90				
Low	2.4	2.2	0.2	1.1
Moderate	3.5	3.5	0.9	2.1
High	7.1	6.4	0.0	5.3
Degree goal in 1989-90				
Not working toward degree	7.9	7.9	0.0	0.0
Certificate/license	4.0	3.9	0.3	0.0
Associate degree	2.6	2.5	0.4	1.6
Bachelor's degree	3.9	3.9	1.1	2.2

Table S11-3 Standard errors for table 11-3—Continued

Selected characteristics	Did not transfer	Transferred without degree	Transferred with certificate	Transferred with associate
Degree program in 1989-90				
Undergraduate certificate	6.4	6.2	0.4	1.9
Associate degree	2.6	2.4	0.2	1.4
Bachelor's degree	—	—	—	—
Other undergraduate	4.6	4.2	1.4	2.4
Months enrolled in 1989-90				
1-6 months	3.6	3.2	0.8	1.1
7-9 months	3.8	3.5	0.1	2.4
10-12 months	3.1	2.7	0.3	1.8
Received aid in 1989-90				
No	2.4	2.2	0.4	1.1
Yes	3.3	3.1	0.0	2.0
Received grant in 1989-90				
No	2.4	2.1	0.4	1.1
Yes	3.5	3.3	0.0	2.2
Received loan in 1989-90				
No	2.2	1.9	0.3	1.0
Yes	7.8	7.2	0.0	4.1
Employed while enrolled				
None	5.9	5.7	0.3	1.7
1-50 percent	5.0	5.2	2.0	3.1
More than 50 percent	2.4	2.2	0.2	1.2
Hours worked per week while enrolled				
None	5.3	5.3	0.1	2.5
1-20 hours	4.6	4.4	0.0	2.7
More than 20 hours	2.4	2.2	0.5	1.3
First transfer				
Did not transfer	0.0	(*)	(*)	(*)
Transferred to less-than-4-year	(*)	2.2	1.5	1.8
Transferred to 4-year	(*)	3.8	0.7	3.7

— Not available.

* Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1990 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:90/94).

Table S12-1 Standard errors for table 12-1

Selected characteristics	Completed a degree: Highest degree completed: Bachelor's	Completed a degree: Highest degree completed: Associate	Completed a degree: Highest degree completed: Certificate	Completed a degree: Total any degree	Still enrolled for bachelor's	No degree, no longer enrolled toward a bachelor's: Total no degree	No degree, no longer enrolled toward a bachelor's: Number of months enrolled: Less than 9	9-18	19-27	28-36	37-45	More than 45
Total	**1.4**	**0.9**	**0.5**	**1.3**	**1.0**	**1.2**	**0.5**	**0.8**	**0.6**	**0.7**	**0.5**	**0.4**
Sex												
Male	1.7	1.0	0.7	1.9	1.5	1.7	0.7	1.2	1.0	1.0	0.8	0.5
Female	1.9	1.3	0.8	1.7	1.2	1.6	0.7	1.0	0.7	0.9	0.7	0.6
Age as of 12/31/89												
18 years or younger	1.5	0.9	0.6	1.5	1.1	1.3	0.4	0.7	0.8	0.7	0.5	0.5
19 years	2.9	1.3	1.1	3.1	2.9	3.1	1.4	2.5	0.9	1.6	1.1	0.9
20–29 years	3.6	3.9	3.4	4.9	4.5	5.8	3.0	3.9	2.3	1.3	4.0	0.6
30 years or older	3.3	4.5	1.8	5.9	7.0	8.6	7.1	9.7	2.6	6.7	0.6	0.0
Race/ethnicity												
White	1.6	1.0	0.6	1.5	1.0	1.3	0.6	0.8	0.7	0.7	0.5	0.4
Black	3.3	3.1	1.2	4.1	2.8	4.1	2.2	3.6	1.5	1.7	0.9	1.0
Hispanic	4.8	2.2	3.3	5.5	4.6	5.5	0.3	4.0	3.7	1.5	4.2	2.0
Asian/Pacific Islander	6.0	3.1	0.6	5.9	4.8	6.4	0.0	5.2	1.9	4.9	0.7	1.2
American Indian/Alaskan Native	—	—	—	—	—	—	—	—	—	—	—	—
Marital status in 1989–90												
Never married	1.5	1.0	0.6	1.4	1.0	1.2	0.4	0.8	0.7	0.6	0.5	0.4
Married	5.3	1.2	1.6	5.8	6.2	7.5	5.8	7.7	2.4	4.7	0.4	0.0
Divorced/widowed/separated	5.3	7.8	0.6	9.0	10.5	11.8	11.2	9.0	7.1	0.0	1.0	0.0
Number of children in 1989–90												
None	1.4	0.9	0.5	1.4	1.0	1.2	0.5	0.7	0.6	0.6	0.5	0.4
One	5.1	7.0	2.2	8.4	5.6	9.6	9.8	9.0	6.6	2.7	1.7	0.0
Two	—	—	—	—	—	—	—	—	—	—	—	—
Three or more	—	—	—	—	—	—	—	—	—	—	—	—
Socioeconomic status												
Lowest quartile	3.7	2.9	3.2	4.7	3.6	4.9	2.8	5.1	2.8	1.9	1.7	0.9
Middle two quartiles	2.0	1.1	0.8	1.9	1.6	1.9	0.8	1.3	1.1	1.2	0.9	0.7
Highest quartile	1.8	1.1	0.7	1.8	1.3	1.4	0.6	0.9	0.8	0.7	0.6	0.5
Family income												
Less than $20,000	2.6	1.6	0.5	2.8	2.3	3.0	1.1	2.0	1.3	1.6	2.0	1.3
20,000–39,999	2.1	1.3	1.1	2.3	1.9	2.2	1.0	1.6	1.0	1.4	0.7	0.8
40,000–59,999	2.4	1.2	1.3	2.6	1.7	2.5	0.8	1.7	1.7	1.3	0.9	0.5
60,000 or more	3.0	2.0	0.6	2.5	2.2	1.7	0.3	0.8	0.9	0.9	0.9	0.6
Parents' educational attainment												
Less than high school graduate	5.3	1.6	4.6	6.1	2.3	6.4	5.5	4.6	2.9	4.8	2.7	3.2
High school graduate	2.3	2.1	1.0	2.5	2.0	2.5	1.4	1.7	1.4	1.0	1.0	0.5
Some postsecondary	2.5	1.4	1.2	2.5	2.0	2.2	0.5	1.8	1.3	0.9	0.8	0.9
Bachelor's degree	2.4	1.4	1.1	2.6	2.1	2.3	0.4	1.2	1.2	1.5	1.3	0.9
Advanced degree	2.7	1.0	0.3	2.7	2.1	2.2	0.4	1.0	1.3	1.4	0.8	0.7
High school credential												
High school diploma	1.4	0.9	0.5	1.3	1.0	1.2	0.5	0.8	0.6	0.7	0.5	0.4
Equivalency certificate	—	—	—	—	—	—	—	—	—	—	—	—
None	—	—	—	—	—	—	—	—	—	—	—	—

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Table S12-1 Standard errors for table 12-1—Continued

	Completed a degree					No degree, no longer enrolled toward a bachelor's						
	Highest degree completed						Number of months enrolled					
Selected characteristics	Bachelor's	Associate	Certificate	Total any degree	Still enrolled for bachelor's	Total no degree	Less than 9	9-18	19-27	28-36	37-45	More than 45
Diploma/delayed entry status												
Diploma, did not delay	1.5	0.8	0.5	1.4	1.0	1.2	0.4	0.7	0.7	0.6	0.4	0.4
Diploma, delayed entry	2.7	2.7	2.3	3.8	3.7	4.3	2.2	3.5	1.8	1.5	2.8	1.3
No diploma	5.1	1.4	2.0	6.1	6.8	9.1	8.4	10.2	4.0	11.1	0.8	1.5
Level of first institution												
4-year	1.4	0.4	0.3	1.3	0.9	1.1	0.4	0.5	0.5	0.5	0.4	0.3
2-year	2.0	3.4	2.0	3.7	3.1	3.5	1.7	3.1	2.2	2.3	1.8	1.3
Less-than-2-year	—	—	—	—	—	—	—	—	—	—	—	—
Received aid in 1989-90												
No	2.0	1.6	0.9	2.1	1.6	1.8	0.8	1.3	1.1	1.0	0.8	0.6
Yes	1.6	0.6	0.4	1.5	0.9	1.4	0.6	0.8	0.6	0.8	0.6	0.5
Received loan in 1989-90												
No	1.6	1.1	0.6	1.6	1.2	1.4	0.6	1.0	0.7	0.8	0.6	0.5
Yes	2.2	0.5	0.7	1.9	1.3	1.7	0.8	0.8	0.9	0.7	0.6	0.5
Received grant in 1989-90												
No	1.9	1.4	0.8	2.0	1.5	1.7	0.7	1.2	0.9	0.9	0.8	0.5
Yes	1.6	0.6	0.3	1.6	1.0	1.5	0.6	0.9	0.7	0.9	0.5	0.5
Employed while enrolled												
None	5.5	0.6	0.7	5.7	5.1	6.2	3.1	6.4	1.9	1.9	1.3	1.2
1-50 percent	2.4	1.6	1.0	2.2	1.7	1.9	0.6	0.9	0.7	1.2	0.6	0.4
More than 50 percent	1.5	1.0	0.7	1.6	1.3	1.5	0.6	1.0	0.9	0.9	0.7	0.6
Enrollment status in 1989-90												
Exclusively full time	1.6	1.2	0.5	1.5	1.1	1.3	0.4	0.8	0.7	0.7	0.5	0.4
Mixed	3.3	1.2	2.5	3.6	3.0	2.9	0.3	2.0	1.3	1.5	1.4	1.2
Exclusively part time	2.3	3.6	3.5	5.0	5.7	7.0	4.3	6.1	3.9	2.4	4.3	3.2
Enrollment intensity, first term												
Full-time	1.4	0.6	0.4	1.3	1.0	1.2	0.4	0.7	0.6	0.7	0.4	0.4
At least half, less than full time	3.1	4.5	2.5	4.8	4.1	4.9	2.5	4.4	1.8	1.5	3.2	1.5
Less than half-time	4.7	3.1	6.6	7.9	7.8	8.9	5.8	3.9	6.7	5.5	0.3	3.7
Hours worked/week while enrolled												
None	2.5	1.3	0.8	2.5	1.8	2.5	0.8	1.9	0.7	1.5	0.9	0.6
1-20 hours	2.2	1.2	0.6	2.2	1.6	1.9	0.4	1.1	1.1	1.2	0.9	0.4
More than 20 hours	1.9	1.0	0.9	1.9	1.4	1.8	0.9	1.2	1.0	0.9	0.8	0.7
Grade point average in 1989-90												
Below 2.75	1.9	1.1	0.8	1.9	1.5	1.8	0.7	1.0	0.9	1.1	1.0	0.4
2.75 to 3.24	3.1	1.8	0.8	3.1	2.6	2.5	0.5	2.4	0.9	1.0	0.8	0.5
3.25 or higher	2.8	1.8	1.2	2.7	1.9	2.5	1.0	1.5	0.6	1.6	0.4	1.2

Table S12-1 Standard errors for table 12-1—Continued

	Completed a degree					No degree, no longer enrolled toward a bachelor's						
	Highest degree completed						Number of months enrolled					
Selected characteristics	Bachelor's	Associate	Certificate	Total any degree	Still enrolled for bachelor's	Total no degree	Less than 9	9-18	19-27	28-36	37-45	More than 45
Months enrolled in 1989-90												
1-6 months	1.7	5.6	2.8	5.3	3.9	4.7	4.2	3.8	2.9	3.2	2.7	0.3
7-9 months	2.1	1.0	0.9	2.2	1.5	1.9	0.4	1.4	1.0	0.9	0.6	0.7
10-12 months	1.9	1.0	0.6	1.7	1.3	1.4	0.0	0.8	0.8	0.7	0.6	0.5
Academic integration in 1989-90												
Low	5.3	4.7	3.8	7.2	5.5	6.9	3.5	5.7	3.8	1.5	0.9	1.3
Moderate	2.1	1.2	1.1	2.3	1.9	2.2	1.3	1.6	1.4	1.2	0.8	1.0
High	1.6	0.9	0.5	1.5	1.2	1.4	0.3	0.8	0.7	0.8	0.7	0.4
Social integration in 1989-90												
Low	4.0	2.9	2.6	5.1	5.0	5.9	3.1	5.6	2.5	1.3	0.3	2.3
Moderate	1.9	1.5	0.8	1.8	1.3	1.8	0.8	1.2	1.0	1.1	0.9	0.6
High	1.8	0.7	0.7	1.8	1.4	1.5	0.3	0.7	0.9	0.9	0.6	0.4
Self-rating of academic ability												
Above average	1.8	0.7	0.4	1.7	1.4	1.4	0.2	1.0	0.7	0.7	0.6	0.5
Average or below	1.7	1.4	0.8	1.8	1.4	1.7	0.9	1.1	0.9	1.0	0.8	0.6

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1990 Beginning Postsecondary Students Longitudinal Study Second Follow-up (BPS:90/94).

Table S13-1 Standard errors for table 13-1

Selected characteristics	Total	Type of adult education activity			
		Basic skills	Credential	Work-related	Personal development
		Male and female			
Total	**0.5**	**0.1**	**0.2**	**0.4**	**0.3**
Educational attainment					
Grades 9–12	1.4	0.5	0.3	0.7	1.0
High school diploma or GED	0.8	0.1	0.3	0.7	0.6
Vocational/technical school	2.1	0.3	0.9	1.7	1.9
Some college	0.9	0.1	0.6	0.7	1.0
Associate degree	1.9	0.2	0.8	1.5	1.5
Bachelor's degree or higher	1.0	—	0.4	0.9	0.7
Labor force status					
Employed	0.5	0.1	0.2	0.5	0.6
Unemployed	1.9	0.7	0.8	1.2	2.3
Not in labor force	0.7	0.1	0.2	0.2	0.7
Race/ethnicity					
White	0.5	0.1	0.2	0.4	0.4
Black	1.5	0.3	0.6	0.8	1.2
Hispanic	1.2	0.5	0.5	0.7	0.8
Age					
17–24	1.1	0.4	0.7	0.8	0.9
25–34	1.0	0.2	0.4	0.9	0.7
35–44	0.9	0.2	0.4	0.7	0.7
45–54	1.2	0.1	0.4	1.0	0.7
55–64	1.1	0.1	0.3	0.8	0.8
65 and older	1.0	0.0	0.1	0.3	0.9
		Male			
Total	**0.7**	**0.1**	**0.2**	**0.5**	**0.4**
Educational attainment					
Grades 9–12	2.0	0.8	0.4	1.3	1.3
High school diploma or GED	1.2	0.2	0.3	0.8	0.6
Vocational/technical school	3.9	0.7	1.7	2.8	3.0
Some college	1.4	0.1	0.8	1.1	1.2
Associate degree	3.0	0.2	1.5	2.0	2.1
Bachelor's degree or higher	1.2	—	0.5	1.3	1.0
Labor force status					
Employed	0.8	0.1	0.3	0.7	0.6
Unemployed	2.7	1.0	0.9	1.8	2.3
Not in labor force	0.9	0.2	0.3	0.4	0.7
Race/ethnicity					
White	0.8	0.1	0.3	0.6	0.6
Black	2.2	0.3	1.1	1.4	1.9
Hispanic	2.0	0.8	0.5	1.4	1.2
Age					
17–24	1.7	0.6	1.0	1.3	1.2
25–34	1.5	0.2	0.6	1.4	0.9
35–44	1.4	0.3	0.5	1.2	0.9
45–54	1.4	0.2	0.5	1.4	1.0
55–64	1.2	0.0	0.4	1.2	1.1
65 and older	1.2	0.0	0.1	0.4	1.2

Table S13-1 Standard errors for table 13-1—Continued

Selected characteristics	Total	Type of adult education activity			
		Basic skills	Credential	Work-related	Personal development
			Female		
Total	**0.6**	**0.1**	**0.2**	**0.5**	**0.4**
Educational attainment					
Grades 9-12	1.6	0.7	0.3	0.7	1.2
High school diploma or GED	1.0	0.1	0.3	0.7	0.8
Vocational/technical school	3.0	0.2	1.0	2.3	2.6
Some college	1.2	0.1	0.8	12.0	1.3
Associate degree	2.1	0.2	1.2	2.1	2.1
Bachelor's degree or higher	1.6	—	0.6	1.2	1.1
Labor force status					
Employed	0.7	0.9	0.4	0.8	0.6
Unemployed	2.6	0.1	1.4	1.6	2.2
Not in labor force	0.9	0.1	0.3	0.2	0.8
Race/ethnicity					
White	0.7	0.1	0.3	0.6	0.5
Black	1.9	0.5	0.6	1.0	1.5
Hispanic	1.4	0.5	0.7	1.0	1.3
Age					
17-24	1.5	0.5	1.1	1.0	1.4
25-34	1.1	0.2	0.7	1.0	1.1
35-44	1.2	0.3	0.5	0.9	1.0
45-54	1.6	0.2	0.6	1.6	1.2
55-64	1.8	0.2	0.3	1.2	1.4
65 and older	1.2	0.0	0.1	0.3	1.3

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), 1995 (Adult Education Component).

Table S13-2 Standard errors for table 13-2

Selected characteristics	Type of provider for work-related adult education activities: Elementary/ secondary	Post- secondary	Trade organization	Private	Business	Government	Other
Total	**0.3**	**0.5**	**0.5**	**0.6**	**0.8**	**0.5**	**0.2**
Educational attainment							
Grades 9–12	2.0	2.5	2.2	1.2	3.0	2.3	1.0
High school diploma or GED	0.6	1.2	0.9	0.9	1.7	1.2	0.5
Vocational/technical school	0.6	3.2	2.3	1.3	3.4	2.1	1.3
Some college	0.5	1.3	1.2	1.8	1.9	1.6	0.6
Associate degree	0.4	1.7	2.0	1.0	2.4	2.0	0.5
Bachelor's degree or higher	0.6	1.0	0.8	0.7	1.2	0.9	0.3
Labor force status							
Employed	0.4	0.6	0.5	0.6	0.8	0.5	0.2
Unemployed	1.5	4.8	3.4	2.0	6.8	3.8	1.8
Not in labor force	1.0	2.7	1.9	1.5	2.9	2.8	0.9
Race/ethnicity							
White	0.4	0.6	0.5	0.6	0.9	0.5	0.2
Black	0.8	2.0	1.9	1.1	2.9	2.1	0.8
Hispanic	2.2	2.6	1.9	1.8	3.4	2.0	1.4
Age							
17–24	0.7	2.3	1.3	1.3	2.7	1.7	0.7
25–34	0.4	1.2	1.2	0.7	1.7	0.9	0.4
35–44	0.5	1.0	0.9	0.8	1.2	1.0	0.3
45–54	0.7	1.3	1.0	1.9	1.8	1.2	0.5
55–64	1.4	1.9	1.6	1.2	3.0	2.5	0.8
65 and older	2.0	4.1	3.5	3.7	6.4	5.1	0.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), 1995 (Adult Education Component).

Table S14-1 Standard errors for table 14-1

Type and control of institution and family income	Average tuition and fees	Average total price	Average grants	Average total aid	Average net price	Average unmet need	Ratio of total aid to total price
Public 4-year							
Nondoctorate-granting	**$134**	**$148**	**$59**	**$115**	**$155**	**$95**	**1.1**
Low income	187	223	119	233	199	186	2.0
Lower middle	159	178	86	211	221	169	2.1
Upper middle	127	136	65	155	167	109	1.5
High income	183	175	42	142	208	48	1.4
Doctorate-granting	**174**	**210**	**69**	**111**	**169**	**90**	**0.8**
Low income	202	306	190	276	220	201	1.7
Lower middle	169	234	117	209	220	182	1.5
Upper middle	184	217	65	160	205	144	1.3
High income	232	229	70	145	222	60	1.1
Private, not-for-profit 4-year							
Nondoctorate-granting	**486**	**604**	**244**	**302**	**459**	**383**	**1.5**
Low income	802	1,066	412	546	916	942	2.5
Lower middle	474	542	373	454	367	317	2.0
Upper middle	432	509	276	383	463	369	1.9
High income	462	554	211	331	550	537	1.6
Doctorate-granting	**480**	**544**	**246**	**359**	**454**	**258**	**1.4**
Low income	568	663	498	629	484	494	2.1
Lower middle	521	588	598	704	446	392	2.3
Upper middle	633	716	348	530	534	440	1.9
High income	471	533	163	312	600	324	1.3
Public 2-year	**62**	**183**	**80**	**98**	**219**	**173**	**1.7**
Low income	93	274	145	165	351	299	3.2
Lower middle	84	285	82	122	311	332	1.8
Upper middle	113	228	40	125	260	145	1.7
High income	112	188	49	88	197	53	1.2
Private, for-profit	**312**	**491**	**115**	**310**	**368**	**262**	**1.9**
Low income	378	597	163	400	384	360	1.7
Lower middle	313	608	140	374	500	513	2.5
Upper middle	416	614	125	485	491	377	3.1
High income	508	674	56	518	587	180	3.5

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 National Postsecondary Student Aid Study (NPSAS:96).

Table S15-1 Standard errors for table 15-1

Selected student characteristics	Public 4-year				Private, not-for-profit 4-year			
	Current Year				Current Year			
	Percent who borrowed	Average amount borrowed	Percent who ever borrowed	Average cumulative amount borrowed	Percent who borrowed	Average amount borrowed	Percent who ever borrowed	Average cumulative amount borrowed
				1992-93				
Total	**0.7**	**$33**	**0.7**	**$78**	**1.4**	**$52**	**1.3**	**$107**
Income status								
Dependent								
Less than $10,000	3.2	100	2.8	248	10.5	128	10.5	286
10,000-19,999	2.0	58	1.9	144	6.1	136	5.4	309
20,000-29,999	1.9	61	1.9	150	3.1	100	2.4	224
30,000-39,999	1.7	70	2.0	147	2.4	81	2.0	245
40,000-49,999	1.4	68	1.6	156	2.7	97	2.9	236
50,000-59,999	0.9	86	1.1	148	2.6	104	2.5	253
60,000-69,999	1.1	112	1.3	304	1.8	108	2.0	307
70,000-79,999	1.3	151	1.7	334	2.8	163	2.9	334
80,000-99,999	1.1	164	1.4	409	2.3	143	2.4	325
100,000 or more	0.6	354	0.8	336	1.1	237	1.2	439
Independent								
Less than $5,000	1.7	82	1.5	268	5.0	144	4.6	434
5,000-9,999	1.5	76	1.4	199	4.0	181	4.1	439
10,000-19,999	1.3	88	1.5	185	2.8	214	3.3	428
20,000-29,999	1.4	164	1.7	236	2.1	259	2.6	445
30,000-49,999	1.1	151	1.4	250	1.7	252	2.3	375
50,000 or more	0.8	253	2.2	394	1.9	448	2.5	571
Race/ethnicity								
White	0.7	39	0.7	82	1.1	56	1.1	109
Black	3.0	62	2.3	196	4.1	153	3.3	255
Hispanic	1.8	109	2.1	260	8.2	140	7.6	553
Asian/Pacific Islander	1.5	116	1.7	351	3.0	201	2.9	350
American Indian/Alaskan Native	3.6	301	4.6	356	8.7	—	10.7	—

Table S15-1 Standard errors for table 15-1—Continued

Selected student characteristics	Public 4-year				Private, not-for-profit 4-year			
	Current Year				Current Year			
	Percent who borrowed	Average amount borrowed	Percent who ever borrowed	Average cumulative amount borrowed	Percent who borrowed	Average amount borrowed	Percent who ever borrowed	Average cumulative amount borrowed
				1995–96				
Total	**0.8**	**$45**	**0.8**	**$112**	**1.5**	**$74**	**1.4**	**$188**
Income status								
Dependent								
Less than $10,000	2.6	104	2.5	355	3.8	153	3.8	419
10,000–19,999	2.5	101	2.5	283	2.8	128	2.5	445
20,000–29,999	2.6	93	2.4	330	2.8	97	2.5	301
30,000–39,999	2.5	107	2.5	274	2.9	106	2.6	342
40,000–49,999	2.1	101	2.1	239	2.5	108	2.4	345
50,000–59,999	1.8	101	2.2	267	2.8	79	2.7	311
60,000–69,999	2.0	98	2.0	341	2.6	91	2.6	310
70,000–79,999	2.0	102	2.7	424	2.7	130	2.7	370
80,000–99,999	1.9	107	2.0	291	2.8	82	2.6	344
100,000 or more	1.0	121	1.3	321	1.7	83	1.9	310
Independent								
Less than $5,000	2.6	170	2.6	499	3.8	242	3.5	704
5,000–9,999	2.2	158	2.0	406	3.8	285	4.0	633
10,000–19,999	1.8	155	2.0	373	3.4	282	3.6	612
20,000–29,999	1.9	215	2.3	446	3.2	295	3.4	796
30,000–49,999	1.5	211	2.2	467	2.6	309	3.6	559
50,000 or more	1.4	356	2.2	519	1.8	314	2.9	783
Race/ethnicity								
White	0.9	52	0.9	132	1.8	75	1.6	196
Black	2.2	96	1.8	329	3.5	202	3.1	452
Hispanic	3.9	163	3.8	357	2.9	285	2.2	814
Asian/Pacific Islander	2.0	120	2.3	301	2.5	132	2.8	486
American Indian/Alaskan Native	5.8	380	6.0	826	7.7	—	9.2	—

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93), and 1995–96 National Postsecondary Student Aid Study (NPSAS:96).

Table S16-1 Standard errors for table 16-2

Proficiency level	Age	Year 1971	1975	1980	1984	1988	1990	1992	1994	1996
Level 150:	9	0.5	0.4	0.4	0.3	0.7	0.9	0.4	0.7	0.7
Simple, discrete	13	0.0	0.1	0.1	0.0	0.1	0.1	0.3	0.2	0.1
reading tasks	17	0.1	0.1	0.1	—	—	0.1	0.1	0.1	—
Level 200:	9	1.0	0.8	1.0	0.7	1.3	1.3	1.1	1.4	1.2
Partial skills and	13	0.5	0.4	0.4	0.3	0.6	0.6	0.7	0.6	0.6
understanding	17	0.3	0.3	0.3	0.1	0.3	0.3	0.4	0.5	0.5
Level 250:	9	0.6	0.6	0.8	0.6	1.1	1.0	0.8	1.2	0.8
Interrelates ideas and	13	1.1	1.0	1.1	0.6	1.3	1.0	1.4	1.2	1.3
makes generalizations	17	0.9	0.7	0.9	0.5	0.8	1.0	0.8	1.0	0.9
Level 300:	9	0.1	0.1	0.1	0.1	0.3	0.3	0.2	0.3	0.3
Understands complicated	13	0.5	0.5	0.5	0.4	0.8	0.6	0.9	0.8	1.0
information	17	1.0	0.8	1.1	0.8	1.5	1.0	1.1	1.2	1.4
Level 350:	9	—	—	—	—	—	—	—	—	—
Learns from specialized	13	0.0	0.0	0.0	0.1	0.1	0.1	0.3	0.1	0.2
reading materials	17	0.4	0.3	0.4	0.3	0.6	0.5	0.6	0.7	0.8

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *NAEP 1996 Trends in Academic Progress*, 1997.

Table S16-2 Standard errors for table 16-3

Per-	Age 9							Age 13							Age 17						
centile	1980	1984	1988	1990	1992	1994	1996	1980	1984	1988	1990	1992	1994	1996	1980	1984	1988	1990	1992	1994	1996
All students																					
5	1.6	1.2	3.6	3.2	1.6	2.6	2.8	1.9	1.1	1.7	1.9	2.8	4.9	2.2	1.7	1.3	1.3	2.3	2.9	3.6	2.4
10	1.4	1.2	2.1	1.9	1.5	2.5	2.3	1.5	0.9	1.2	1.8	1.9	1.7	2.2	1.8	0.9	2.2	3.1	2.7	3.1	1.7
25	1.2	1.2	1.8	1.8	1.5	1.9	1.3	1.1	0.8	1.2	1.0	1.8	1.2	1.5	1.2	1.1	1.8	1.3	1.1	1.8	1.3
50	0.9	1.0	1.4	1.5	0.9	1.1	1.3	0.8	0.8	1.1	0.9	1.6	1.1	0.7	1.4	0.9	1.9	1.3	1.2	1.8	1.8
75	1.0	0.9	1.3	1.8	1.2	1.5	1.1	0.8	0.6	1.4	0.8	1.4	1.1	0.9	1.2	0.9	1.4	1.5	1.4	1.8	1.7
90	1.1	0.9	1.7	1.8	1.2	1.6	1.2	0.8	0.8	1.0	1.0	1.8	1.4	1.4	1.4	0.7	2.1	2.1	1.8	1.8	1.7
95	1.6	1.4	2.0	1.3	1.2	1.5	1.2	0.8	1.0	1.3	1.3	2.6	1.4	1.9	1.3	1.0	1.8	1.7	1.9	1.7	2.6
White																					
5	1.5	1.3	3.4	3.2	1.6	2.0	2.9	1.2	0.9	1.4	2.2	2.7	2.4	2.7	1.4	1.4	1.1	2.5	3.2	3.9	2.0
10	1.0	1.0	3.9	1.5	1.8	2.6	3.1	1.2	0.8	2.1	1.7	2.2	3.0	2.4	1.5	0.9	3.7	2.5	2.8	3.8	2.6
25	0.9	1.0	2.4	2.8	1.3	1.8	1.7	0.8	0.8	1.0	1.7	1.4	1.0	1.9	1.0	1.1	1.7	1.4	1.9	3.0	2.5
50	0.8	1.0	1.2	2.1	1.3	1.4	1.7	0.6	0.7	1.1	1.4	2.0	1.2	1.0	0.8	1.1	1.6	1.2	1.9	1.5	1.5
75	0.9	0.9	1.8	2.3	1.2	1.5	1.5	0.7	0.7	0.9	1.2	1.1	1.4	1.5	1.0	0.8	1.9	1.9	1.2	1.5	1.5
90	1.1	1.3	2.2	2.1	1.0	1.5	1.2	0.8	0.8	1.5	2.4	1.9	1.2	1.9	1.3	0.8	1.6	1.6	2.5	2.5	2.4
95	1.2	1.3	2.6	2.6	3.1	1.8	1.2	0.8	1.3	1.1	2.7	2.0	1.3	2.8	1.4	0.9	3.0	1.7	2.5	2.7	3.4
Black																					
5	4.1	2.2	6.3	4.7	6.1	3.7	4.5	2.4	2.0	3.4	5.3	10.1	3.7	3.4	2.4	4.1	9.6	7.9	3.3	8.7	4.6
10	4.0	2.8	3.4	3.9	3.6	4.7	7.1	3.3	1.9	3.3	7.3	3.3	6.6	8.1	3.6	2.0	4.3	4.0	6.7	7.7	7.8
25	1.9	1.8	3.0	3.2	4.4	4.1	4.4	1.8	2.6	2.4	3.2	3.0	2.3	4.9	2.7	1.4	2.5	3.9	4.1	4.8	5.7
50	2.1	1.5	4.0	3.1	2.5	4.7	3.8	1.3	1.3	2.7	4.0	2.3	3.0	3.1	2.6	1.2	3.6	1.9	1.6	2.9	3.4
75	1.9	1.6	2.9	2.4	2.6	5.1	4.2	1.9	1.1	4.5	2.5	2.8	4.7	4.0	2.0	1.6	3.1	2.7	1.9	5.6	5.5
90	1.9	2.5	3.8	2.7	2.9	2.6	3.6	1.7	1.9	4.7	4.9	3.1	2.8	3.1	1.7	1.9	4.0	4.8	4.2	7.0	3.8
95	1.8	2.0	4.6	6.9	2.5	4.7	6.2	1.5	1.6	2.2	3.0	4.9	5.4	2.6	2.4	3.4	4.9	11.0	5.4	4.0	5.9
Hispanic																					
5	3.1	5.1	11.3	8.9	6.2	5.5	6.5	4.8	2.9	6.9	9.6	13.0	5.7	8.9	7.8	2.4	11.7	11.1	7.2	18.5	6.4
10	4.1	7.2	7.7	4.3	5.6	13.5	5.8	4.5	3.3	3.8	4.9	8.0	6.4	5.5	3.7	2.9	7.4	12.0	9.7	7.9	7.3
25	3.9	2.4	5.1	1.9	6.0	4.4	7.8	3.0	2.5	6.1	4.1	5.7	4.9	3.2	5.0	2.6	5.9	8.3	8.7	6.4	5.0
50	3.3	2.3	3.4	3.5	4.6	6.9	4.6	2.4	2.5	4.1	4.1	10.6	4.2	3.3	3.5	3.1	5.1	3.2	4.7	6.0	5.6
75	3.0	2.3	6.0	4.0	2.3	5.3	4.6	1.9	2.3	5.4	3.1	7.7	3.7	2.3	3.2	3.9	7.1	4.9	6.5	8.2	5.1
90	2.7	2.2	8.0	5.7	5.6	2.8	8.5	2.9	2.2	8.7	6.0	8.0	8.4	4.2	3.0	6.1	18.1	3.2	4.2	5.9	6.6
95	4.3	2.1	11.4	6.7	10.4	6.9	6.8	1.5	3.1	10.1	4.5	7.7	15.6	5.3	3.4	7.7	8.6	11.2	4.6	5.9	5.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *NAEP 1996 Trends in Academic Progress*, 1997.

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Table S16-3 Standard errors for table 16-4

Parents' highest education level	Year	Age 9		Age 13		Age 17	
		Percentage of students	Average proficiency	Percentage of students	Average proficiency	Percentage of students	Average proficiency
Less than high school graduate	1971	0.4	1.5	0.6	1.3	0.8	1.5
	1975	0.4	1.3	0.6	1.2	0.6	1.3
	1980	0.5	1.6	0.6	1.1	0.7	1.5
	1984	0.2	1.4	0.4	0.9	0.6	1.1
	1988	0.6	4.9	0.6	2.1	0.8	2.0
	1990	0.5	3.2	0.6	1.8	0.6	2.8
	1992	0.4	4.5	0.5	2.6	0.8	3.9
	1994	0.4	4.0	0.6	2.4	0.5	2.7
	1996	0.4	3.6	0.5	2.7	0.6	3.2
High school graduate	1971	0.5	1.2	0.7	0.8	0.8	1.2
	1975	0.4	0.9	0.6	0.7	0.5	1.1
	1980	0.8	1.3	0.7	0.9	0.9	1.0
	1984	0.6	1.0	1.0	0.7	1.0	0.7
	1988	0.6	2.2	1.1	1.2	1.2	1.3
	1990	0.8	1.8	1.2	0.9	1.0	1.4
	1992	0.8	1.5	1.2	1.7	0.9	1.6
	1994	0.8	2.6	1.2	1.4	1.1	1.9
	1996	0.7	2.1	1.4	1.4	1.5	1.7
Some education after high school	1971	0.9	1.1	1.1	0.8	1.3	1.0
	1975	0.7	0.9	0.9	0.8	0.8	0.7
	1980	1.5	1.1	1.3	0.8	1.3	1.0
	1984	1.0	0.9	1.1	0.7	1.2	0.7
	1988	1.4	1.7	1.5	1.4	1.6	1.3
	1990	1.3	2.0	1.5	1.0	1.3	1.1
	1992	0.9	1.4	1.6	1.4	1.4	1.4
	1994	1.2	1.3	1.5	1.2	1.4	1.4
	1996	0.9	1.4	1.6	1.2	1.7	1.2

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *NAEP 1996 Trends in Academic Progress*, 1997.

Table S16-4 Standard errors for table 16-5

Number of types of reading materials in the home	Year	Age 9		Age 13		Age 17	
		Percentage of students	Average proficiency	Percentage of students	Average proficiency	Percentage of students	Average proficiency
0-2	1971	0.8	1.0	0.6	1.3	0.6	1.8
	1996	1.4	1.7	0.8	1.3	0.9	2.6
3	1971	0.4	1.0	0.5	0.9	0.5	1.4
	1996	1.1	1.5	0.7	1.3	1.1	1.6
4	1971	0.9	0.9	1.0	0.7	0.9	1.0
	1996	1.1	1.7	1.0	1.3	1.3	1.5

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *NAEP 1996 Trends in Academic Progress*, 1997.

Table S17-1 Standard errors for table 17-2

Proficiency levels	Grade	Year 1984	1988	1990	1992	1994	1996
Level 150:	4	1.3	0.8	1.1	0.5	0.9	0.7
Disjointed, unclear	8	—	—	0.1	—	—	0.1
writing	11	—	—	—	—	—	—
Level 200:	4	2.0	2.0	1.7	1.9	2.0	1.5
Incomplete, vague	8	0.9	0.6	0.6	0.4	0.6	0.5
writing	11	0.3	—	0.3	0.2	0.2	0.2
Level 250:	4	1.0	1.1	0.9	1.1	0.8	1.2
Beginning focused,	8	2.6	1.7	1.5	1.4	1.3	1.3
clear writing	11	1.0	1.5	1.3	1.3	1.2	1.4
Level 300:	4	—	0.2	0.1	0.2	0.2	0.2
Complete, sufficient	8	1.8	0.8	0.8	1.5	1.2	0.8
writing	11	2.4	1.7	1.1	1.9	1.5	1.5
Level 350:	4	—	—	—	—	—	—
Effective, coherent	8	—	0.1	0.2	0.3	0.2	0.2
writing	11	0.7	0.4	0.7	0.4	0.3	0.5

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *NAEP 1996 Trends in Academic Progress*, 1997.

Table S17-2 Standard errors for table 17-3

	Grade 4						Grade 8						Grade 11					
Percentile	1984	1988	1990	1992	1994	1996	1984	1988	1990	1992	1994	1996	1984	1988	1990	1992	1994	1996
All students																		
5	3.3	3.3	1.8	1.9	2.6	1.8	4.3	2.9	2.3	2.0	3.4	2.1	2.3	4.5	2.7	3.3	2.0	1.6
10	2.7	1.9	2.3	1.3	3.3	1.8	3.7	2.6	1.9	2.9	2.5	1.3	1.7	2.4	2.4	2.1	2.1	2.0
25	2.1	1.6	2.1	1.4	2.3	1.6	3.1	1.9	1.4	1.5	2.0	1.3	1.7	1.9	1.8	1.7	1.7	1.4
50	2.9	2.5	1.7	2.2	1.3	1.3	2.6	1.4	1.6	1.6	1.3	1.3	1.9	1.3	1.3	1.2	1.7	1.8
75	1.5	1.8	2.3	1.6	1.4	2.3	2.1	1.2	1.7	1.7	1.5	0.9	1.7	1.2	1.4	1.7	1.5	1.2
90	2.2	2.1	2.1	1.8	1.3	2.0	1.8	1.4	1.3	1.7	1.8	1.7	2.6	1.4	1.8	1.5	1.4	1.8
95	2.7	2.6	2.7	2.9	2.7	3.1	2.0	1.8	1.8	1.6	1.5	1.6	2.9	1.6	2.7	2.3	1.3	3.0
White																		
5	3.6	4.3	3.0	2.3	4.7	3.1	5.7	2.3	2.3	3.4	3.1	1.9	3.8	3.7	3.4	1.2	2.5	3.0
10	3.3	3.1	3.5	1.7	2.9	1.8	3.2	1.4	2.9	2.6	2.1	3.0	2.2	2.8	2.7	2.0	1.3	2.7
25	1.5	1.8	2.9	1.9	2.2	2.2	2.3	1.8	1.9	1.7	1.7	1.5	1.4	1.7	1.6	1.1	1.5	1.5
50	2.2	1.8	1.9	2.3	1.0	2.1	2.7	1.5	1.6	1.7	2.0	1.1	2.0	1.2	1.1	1.3	2.2	1.3
75	1.4	2.1	2.2	1.6	2.1	2.8	2.3	1.3	1.8	1.9	1.5	1.3	2.6	1.3	1.3	1.8	1.6	2.0
90	4.5	2.6	1.6	2.2	1.4	2.5	2.0	1.7	1.8	2.4	2.0	1.9	2.6	1.3	2.2	1.4	1.9	2.7
95	3.5	3.3	2.4	2.8	2.7	3.5	2.5	1.3	1.8	2.5	2.3	1.8	4.0	2.8	2.8	2.5	2.1	3.7
Black																		
5	6.5	7.6	5.2	5.7	9.2	6.5	7.2	5.2	5.7	8.1	6.2	8.2	8.5	6.2	5.4	5.0	7.0	6.6
10	4.5	5.9	6.8	4.2	4.8	2.8	6.8	6.1	4.0	7.4	4.4	6.3	6.8	2.9	3.0	3.2	5.1	6.2
25	4.9	5.5	4.9	4.5	4.9	3.3	6.9	3.4	4.4	4.7	6.1	1.6	5.5	3.3	2.3	5.8	3.4	5.7
50	5.5	4.6	6.0	4.2	3.8	6.2	6.7	4.3	2.4	3.6	3.8	3.5	3.3	3.0	3.2	3.9	2.6	3.5
75	13.6	4.6	7.0	3.3	4.0	3.2	3.7	3.3	2.7	4.6	4.2	3.8	4.6	3.0	4.0	4.3	2.4	3.1
90	10.2	6.0	6.5	3.6	6.4	6.2	5.4	5.7	1.6	3.3	7.1	3.4	7.8	4.9	2.3	4.1	2.1	5.3
95	12.0	5.8	23.2	6.4	6.4	5.3	3.6	4.4	3.1	4.7	3.7	6.7	5.0	3.8	4.4	5.1	3.2	9.6
Hispanic																		
5	13.1	6.0	7.5	5.1	4.9	4.8	13.9	5.9	5.4	6.4	4.9	4.4	10.8	6.2	9.7	10.6	7.9	9.3
10	12.3	6.1	7.6	5.1	5.2	3.5	11.7	7.1	3.7	5.1	3.9	4.9	6.5	8.4	4.1	2.7	8.3	3.2
25	8.7	5.1	7.1	3.4	4.7	4.3	7.6	5.3	3.6	5.0	5.1	2.9	7.5	6.2	4.0	6.0	6.6	3.3
50	6.4	5.1	5.4	4.3	4.6	3.7	7.0	2.9	4.7	2.1	3.2	2.3	8.2	3.9	3.2	4.6	4.9	3.2
75	8.0	4.5	3.8	5.1	4.0	4.4	4.2	2.4	5.0	4.3	3.9	2.6	7.1	8.7	6.0	4.9	4.0	6.6
90	6.5	4.3	4.8	5.5	5.0	4.5	5.8	2.4	3.3	3.3	6.2	4.0	9.8	5.6	3.9	3.5	3.0	3.1
95	7.5	4.8	5.8	3.5	5.1	5.2	7.7	5.4	3.3	3.5	5.7	5.6	16.8	5.4	15.8	3.1	6.8	6.9

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *NAEP 1996 Trends in Academic Progress*, 1997.

Table S17-3 Standard errors for table 17-4

Parents' highest education level	Year	Grade 4		Grade 8		Grade 11	
		Percentage of students	Average proficiency	Percentage of students	Average proficiency	Percentage of students	Average proficiency
Less than high school graduate	1984	0.6	4.6	0.8	4.8	1.2	5.2
	1988	0.7	5.4	0.7	3.9	0.8	3.5
	1990	0.5	3.9	0.6	3.7	0.5	4.0
	1992	0.4	3.2	0.8	5.3	0.8	3.7
	1994	0.4	7.8	0.4	4.1	0.7	4.7
	1996	0.4	5.5	0.6	4.5	0.6	3.0
High school graduate	1984	1.0	3.4	1.3	1.6	2.1	3.0
	1988	1.1	3.0	1.2	2.1	1.2	2.2
	1990	0.9	3.0	1.1	1.4	1.1	1.9
	1992	0.7	3.2	1.1	1.6	0.9	2.2
	1994	0.9	2.3	1.4	2.2	1.1	1.7
	1996	0.8	2.3	1.4	1.9	1.6	1.6
Some education after high school	1984	0.4	6.5	0.8	3.9	0.9	2.5
	1988	0.5	6.3	0.6	3.3	0.8	2.6
	1990	0.4	4.0	0.7	3.0	0.6	2.7
	1992	0.4	4.5	0.7	2.2	0.8	2.0
	1994	0.5	4.0	0.7	3.1	1.0	1.7
	1996	0.4	5.2	0.6	2.4	0.7	2.1
College graduate	1984	1.4	3.0	1.5	1.8	1.7	2.4
	1988	1.5	2.2	1.5	1.8	1.8	2.0
	1990	1.6	1.6	1.5	1.8	1.4	2.0
	1992	1.0	1.4	1.8	1.9	1.4	1.4
	1994	1.4	2.1	1.6	1.3	1.9	1.5
	1996	1.3	1.7	1.9	1.3	1.8	1.9

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *NAEP 1996 Trends in Academic Progress*, 1997.

Table S18-1 Standard errors for table 18-2

Grade	1990	1992	1996
4	0.9	0.7	0.9
8	1.3	0.9	1.1
12	1.1	0.9	1.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, *NAEP 1996 Mathematics Report Card for the Nation and the States: Findings from the National Assessment of Educational Progress*, 1997.

Table S18-2 Standard errors for table 18-3

	Grade 4		Grade 8		
State or jurisdiction	Average scale score	Change from 1992 average scale score	Average scale score	Change from 1992 average scale score	Change from 1990 average scale score
National average	**1.0**	**1.3**	**1.2**	**1.6**	**1.8**
Alabama	1.2	2.0	2.1	2.7	2.4
Alaska	1.3	—	1.8	—	—
Arizona	1.7	2.0	1.6	2.0	2.1
Arkansas	1.5	1.7	1.5	1.9	1.8
California	1.8	2.4	1.9	2.5	2.3
Colorado	1.0	1.4	1.1	1.5	1.4
Connecticut	1.1	1.6	1.1	1.6	1.5
Delaware	0.6	1.0	0.9	1.4	1.3
District of Columbia	1.1	1.2	1.3	1.6	1.6
Florida	1.2	1.9	1.8	2.3	2.2
Georgia	1.5	1.9	1.6	2.0	2.1
Hawaii	1.5	2.0	1.0	1.3	1.3
Indiana	1.0	1.5	1.4	1.8	1.8
Iowa	1.1	1.5	1.3	1.7	1.7
Kentucky	1.1	1.5	1.1	1.5	1.6
Louisiana	1.1	1.8	1.6	2.3	2.0
Maine	1.0	1.4	1.3	1.6	—
Maryland	1.6	2.0	2.1	2.5	2.6
Massachusetts	1.4	1.8	1.7	2.0	—
Michigan	1.3	2.1	1.8	2.3	2.2
Minnesota	1.1	1.4	1.3	1.7	1.6
Mississippi	1.2	1.6	1.2	1.7	—
Missouri	1.1	1.6	1.4	1.8	—
Montana	1.2	—	1.3	—	1.6
Nebraska	1.2	1.7	1.0	1.5	1.5
Nevada	1.3	—	—	—	1.4
New Jersey	1.5	2.1	—	—	2.2
New Mexico	1.8	2.3	1.2	1.5	1.5
New York	1.2	1.8	1.7	2.7	2.7
North Carolina	1.2	1.6	1.4	1.8	1.8
North Dakota	1.2	1.4	0.9	1.5	1.5
Oregon	1.4	—	1.5	—	1.8
Pennsylvania	1.2	1.8	—	—	—
Rhode Island	1.4	2.1	0.9	1.2	1.1
South Carolina	1.3	1.7	1.5	1.8	—
Tennessee	1.4	1.9	1.4	2.0	—
Texas	1.4	1.8	1.4	1.9	2.0
Utah	1.2	1.5	1.0	1.3	—
Vermont	1.2	—	1.0	—	—
Virginia	1.4	1.9	1.6	1.9	2.2
Washington	1.2	—	1.3	—	—
West Virginia	1.0	1.5	1.0	1.4	1.4
Wisconsin	1.0	1.4	1.5	2.1	2.0
Wyoming	1.4	1.7	0.9	1.2	1.1

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *NAEP 1996 Mathematics Report Card for the Nation and the States: Findings from the National Assessment of Educational Progress*, 1997.

Table S18-3 Standard errors for table 18-4

Proficiency levels	Age	Year 1978	1982	1986	1990	1992	1994	1996
Level 150:	9	0.3	0.3	0.3	0.2	0.2	0.2	0.2
Simple arithmetic	13	0.1	—	—	—	—	—	—
facts	17	—	—	—	—	—	—	—
Level 200:	9	0.9	1.2	1.2	1.0	0.8	0.7	0.8
Beginning skills and	13	0.5	0.4	0.2	0.2	0.3	0.3	0.2
understanding	17	0.1	—	—	—	—	—	—
Level 250:	9	0.7	1.0	0.9	0.9	0.9	1.1	1.0
Numerical operations and	13	1.2	1.2	1.6	1.0	1.1	1.1	0.9
beginning problem solving	17	0.5	0.5	0.5	0.5	0.5	0.5	0.4
Level 300:	9	0.1	0.1	0.2	0.3	0.3	0.4	0.3
Moderately complex	13	0.7	0.9	1.0	1.0	1.0	1.4	1.2
procedures and reasoning	17	1.1	1.3	1.4	1.4	1.3	1.4	1.7
Level 350:	9	—	—	—	—	—	—	—
Multi-step problem	13	0.2	0.1	0.1	0.1	0.2	0.2	0.1
solving and algebra	17	0.4	0.4	0.5	0.6	0.6	0.8	0.8

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *NAEP 1996 Trends in Academic Progress*, 1997.

Table S18-4 Standard errors for table 18-5

Per-	Age 9							Age 13							Age 17						
centile	1978	1982	1986	1990	1992	1994	1996	1978	1982	1986	1990	1992	1994	1996	1978	1982	1986	1990	1992	1994	1996
										All students											
5	1.0	1.8	1.3	2.6	1.6	1.4	1.1	1.6	2.7	1.8	2.2	2.0	2.0	1.0	1.3	1.1	1.2	1.0	2.1	1.9	1.8
10	1.2	1.8	1.5	2.2	1.2	1.4	1.5	1.5	1.6	1.4	1.4	1.2	1.4	0.9	1.1	1.0	1.0	1.1	1.6	1.0	1.5
25	1.0	1.1	1.6	1.3	1.2	0.9	1.0	1.3	1.2	1.8	0.9	1.1	1.3	0.8	1.2	1.3	0.6	1.0	1.2	1.0	1.2
50	1.0	1.2	1.1	0.9	0.8	1.1	0.8	1.1	1.0	1.3	1.0	0.7	0.9	0.7	1.1	1.0	1.3	1.1	1.0	1.2	1.7
75	0.9	1.4	1.2	0.7	0.8	0.8	1.0	1.1	1.1	1.3	1.0	1.0	1.2	1.5	1.0	0.8	1.9	1.2	1.0	1.2	1.5
90	1.2	1.0	1.3	1.0	1.3	1.0	1.7	1.2	1.2	1.5	1.0	1.6	1.2	1.9	0.8	0.9	1.3	1.3	1.1	1.5	1.5
95	1.2	1.3	1.2	1.3	1.2	1.1	1.5	1.3	1.2	2.2	1.6	1.2	1.5	1.3	0.9	1.1	1.1	2.2	1.0	1.7	1.6
										White											
5	1.5	1.4	2.4	2.4	1.5	2.4	1.4	1.4	1.6	1.5	1.5	1.6	1.0	1.6	0.6	1.1	1.6	1.3	2.0	1.7	1.2
10	1.5	1.7	1.7	1.6	1.5	1.1	1.8	1.4	1.2	1.3	1.0	1.4	1.1	1.3	1.3	1.1	1.3	1.5	1.4	1.7	1.6
25	1.1	1.3	1.1	0.9	0.9	1.3	1.4	0.9	1.1	1.4	1.1	0.8	1.1	1.1	1.0	1.1	1.2	1.5	1.1	1.5	1.7
50	1.0	1.4	1.1	1.0	1.1	1.1	1.2	1.0	0.9	1.0	1.0	1.0	1.2	1.0	1.0	1.2	1.3	1.3	1.0	1.3	1.7
75	0.8	0.9	0.8	0.6	1.0	1.1	0.8	0.7	1.0	1.3	1.1	1.1	1.3	0.9	0.8	0.9	1.7	1.2	1.0	1.2	1.5
90	1.1	1.0	1.2	0.8	1.3	1.1	1.0	1.2	1.4	2.2	1.3	1.3	1.5	1.5	0.7	1.1	1.3	1.0	1.0	1.6	1.4
95	1.7	1.3	1.8	2.1	1.6	1.2	1.6	1.3	1.4	1.8	1.6	1.4	1.7	1.8	0.7	1.5	1.4	1.3	1.2	1.8	1.8
										Black											
5	1.9	2.5	3.2	1.7	3.4	3.8	6.3	1.9	4.3	4.5	5.4	4.5	7.7	3.2	2.0	1.4	3.9	4.4	4.3	5.7	6.4
10	1.7	2.3	4.9	3.7	2.9	3.0	3.1	2.6	3.7	2.3	2.2	5.1	3.8	3.9	1.7	1.7	4.2	3.5	6.9	1.9	2.1
25	1.9	2.0	4.1	4.1	2.4	1.7	2.0	1.9	1.8	2.2	3.0	3.0	3.6	1.3	1.2	1.6	1.6	1.8	3.8	2.5	2.5
50	1.1	2.0	1.6	3.1	2.1	1.7	1.5	2.2	1.9	2.3	2.0	1.9	3.8	2.1	1.6	1.4	3.9	2.5	1.9	2.1	1.4
75	1.6	2.0	2.0	2.1	2.0	1.0	1.4	2.2	1.4	1.5	2.9	1.8	4.8	2.0	2.2	1.7	2.5	5.3	3.9	2.0	2.3
90	1.6	2.5	1.7	2.9	2.1	5.2	1.3	2.4	2.2	3.7	2.8	2.1	3.5	2.1	2.1	1.7	7.4	5.8	2.3	4.1	3.4
95	1.4	2.8	1.3	4.3	3.4	2.2	2.7	3.9	1.7	4.3	4.1	3.5	8.3	3.4	2.5	2.2	4.1	4.2	3.0	6.5	4.9
										Hispanic											
5	5.4	2.8	3.7	3.4	4.4	3.3	8.7	1.8	2.2	3.6	3.7	3.5	2.8	2.5	4.4	1.7	5.3	5.4	4.3	5.1	12.0
10	3.7	3.2	1.8	1.4	3.5	4.1	4.1	2.2	2.6	3.8	3.1	2.4	3.0	3.5	2.9	3.2	4.5	8.1	3.5	5.8	3.0
25	3.2	2.3	3.2	3.6	2.2	3.0	2.3	1.8	1.9	2.7	2.2	3.2	2.3	3.3	1.8	2.4	2.8	6.8	4.5	3.8	2.3
50	3.0	1.6	2.4	4.1	3.5	2.5	1.7	2.0	1.4	3.4	1.9	2.3	1.6	1.2	3.6	3.2	2.5	2.4	3.4	5.4	2.2
75	2.5	2.0	3.8	3.3	3.4	3.8	2.4	3.2	1.4	2.4	3.5	2.9	2.2	1.8	3.9	2.6	4.2	4.4	3.7	5.5	3.5
90	4.0	3.4	3.8	3.4	3.8	4.4	4.2	3.4	2.4	3.1	2.9	1.6	2.3	1.9	3.9	2.6	2.3	3.6	4.8	3.6	4.0
95	4.6	2.9	4.6	3.5	6.8	7.3	4.6	3.1	2.9	1.9	3.3	3.2	9.7	4.5	0.9	4.4	7.3	8.6	2.7	2.9	7.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *NAEP 1996 Trends in Academic Progress*, 1997.

Table S18-5 Standard errors for table 18-6

Parents' highest education level	Year	Age 9 Percentage of students	Age 9 Average proficiency	Age 13 Percentage of students	Age 13 Average proficiency	Age 17 Percentage of students	Age 17 Average proficiency
Less than high school graduate	1978	0.4	1.5	0.6	1.2	0.6	1.2
	1982	0.7	1.7	0.6	1.4	0.9	1.0
	1986	0.4	2.5	1.1	2.3	0.4	2.3
	1990	0.4	2.3	0.5	1.8	0.6	2.2
	1992	0.3	2.2	0.5	1.0	0.6	2.3
	1994	0.4	3.0	0.4	2.1	0.5	2.4
	1996	0.5	3.3	0.4	2.4	0.7	2.4
High school graduate	1978	0.8	1.1	0.8	1.0	0.7	0.8
	1982	0.8	1.1	0.8	0.8	0.8	0.8
	1986	0.7	1.6	1.3	1.2	1.1	1.0
	1990	0.7	1.2	0.8	1.2	1.1	0.9
	1992	0.7	1.5	0.9	1.2	0.9	1.7
	1994	0.6	1.3	0.9	1.1	0.8	1.1
	1996	0.6	1.7	1.0	1.1	1.1	2.4
Some education after high school	1978	0.4	1.7	0.4	1.2	0.4	0.9
	1982	0.4	2.1	0.4	0.9	0.5	0.9
	1986	0.6	2.1	0.6	0.8	1.0	1.2
	1990	0.4	2.0	0.6	1.0	0.9	1.0
	1992	0.4	1.9	0.7	1.0	0.9	1.1
	1994	0.4	2.1	0.6	1.6	1.1	1.3
	1996	0.4	2.5	0.5	1.4	1.1	1.5
College graduate	1978	1.1	1.1	1.2	1.2	1.1	1.0
	1982	1.5	1.5	1.3	1.5	1.3	1.0
	1986	1.1	1.1	2.0	1.4	1.2	1.4
	1990	1.1	1.3	1.2	1.0	1.4	1.3
	1992	1.2	1.0	1.3	1.0	1.4	1.0
	1994	0.8	0.8	1.3	1.2	1.5	1.4
	1996	1.2	1.4	1.6	1.2	1.5	1.3

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *NAEP 1996 Trends in Academic Progress*, 1997.

Table S19-1 Standard errors for table 19-2

Proficiency level	Age	Year						
		1977	1982	1986	1990	1992	1994	1996
Level 150:	9	0.6	0.7	0.3	0.3	0.3	0.4	0.5
Knows everyday	13	0.2	0.1	0.1	0.1	0.1	0.1	0.1
science facts	17	—	0.1	0.1	0.2	—	0.1	—
Level 200:	9	1.1	1.9	1.1	0.9	1.2	1.0	1.0
Understands simple	13	0.7	0.8	1.0	0.7	0.5	0.6	0.6
scientific principles	17	0.2	0.5	0.5	0.3	0.5	0.7	0.3
Level 250:	9	0.7	1.8	1.4	0.8	1.0	1.2	1.2
Applies general	13	1.1	1.6	1.6	1.0	1.1	1.1	1.2
scientific information	17	0.7	1.0	1.3	0.9	1.2	1.2	0.9
Level 300:	9	0.3	0.7	0.5	0.3	0.3	0.4	0.5
Analyzes scientific	13	0.5	0.7	0.9	0.6	0.8	0.9	0.6
procedures and data	17	0.9	0.9	1.4	1.3	1.5	1.3	1.3
Level 350:	9	0.0	—	—	0.0	—	0.0	0.1
Integrates specialized	13	0.1	0.1	0.1	0.1	0.1	0.1	0.2
scientific information	17	0.4	0.4	0.7	0.5	0.7	0.8	0.9

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *NAEP 1996 Trends in Academic Progress*, 1997.

Table S19-2 Standard errors for table 19-3

Per-	Age 9							Age 13							Age 17						
centile	1977	1982	1986	1990	1992	1994	1996	1977	1982	1986	1990	1992	1994	1996	1977	1982	1986	1990	1992	1994	1996
All students																					
5	2.3	4.9	1.3	1.3	2.0	1.7	1.5	1.7	2.2	2.2	2.0	1.5	1.7	2.5	1.3	2.2	2.4	2.3	2.1	4.3	2.8
10	2.1	2.6	1.8	1.1	1.8	1.7	1.8	1.4	1.8	2.0	1.7	1.3	1.4	1.9	1.4	1.9	2.4	2.0	2.5	4.3	1.6
25	1.6	2.2	1.3	1.4	1.6	1.6	1.3	1.4	1.1	1.3	1.5	1.3	1.3	1.4	1.4	2.1	1.9	1.9	2.3	2.0	2.5
50	1.1	2.4	1.7	0.9	0.9	1.9	1.6	1.2	1.3	1.8	1.2	1.0	0.9	1.3	1.0	1.0	1.9	1.3	1.5	1.2	1.1
75	1.1	2.0	1.7	0.8	1.0	1.1	1.9	0.9	1.5	1.5	0.9	1.0	1.1	1.2	0.9	1.6	1.3	1.4	1.3	1.1	2.2
90	1.2	3.9	2.0	1.3	1.6	0.9	1.4	0.9	1.6	2.0	1.1	1.2	1.7	1.2	1.1	1.1	1.9	1.2	1.9	1.5	2.2
95	1.2	3.7	1.9	1.4	1.4	1.4	1.7	1.5	1.3	1.6	1.9	1.4	1.9	2.1	1.3	1.4	2.0	1.5	1.2	1.8	3.4
White																					
5	1.3	3.0	2.3	1.4	2.0	2.3	2.5	0.9	1.7	2.7	1.6	2.2	1.6	2.8	0.9	1.7	2.9	2.3	3.9	4.4	1.5
10	1.1	3.1	1.5	1.3	1.5	1.8	1.7	1.2	1.7	1.5	1.2	1.6	1.2	1.8	0.7	1.5	3.1	2.0	2.5	3.1	2.2
25	1.1	2.6	1.5	0.8	1.3	1.2	1.5	1.3	1.2	1.9	0.9	1.1	1.1	1.1	0.8	1.5	2.0	1.5	2.2	1.7	1.5
50	0.9	2.4	1.6	1.0	1.1	1.4	1.4	0.8	1.3	2.0	1.1	1.1	1.3	1.4	0.7	1.0	1.7	1.2	1.5	1.6	1.3
75	0.8	2.0	1.4	1.0	1.3	1.5	1.8	0.7	1.1	1.9	1.7	1.2	1.5	1.1	0.9	1.6	1.3	1.6	1.7	1.4	1.8
90	1.1	2.8	1.7	1.4	1.6	1.0	2.9	0.9	1.6	1.9	1.4	1.6	1.8	1.8	1.0	1.3	3.0	1.3	1.5	2.0	2.6
95	1.9	4.0	2.5	1.3	0.8	2.6	1.5	1.1	1.7	2.1	1.3	1.4	2.7	2.6	1.4	1.3	2.8	2.0	0.9	4.8	3.4
Black																					
5	3.5	11.0	3.2	4.2	4.2	2.7	3.8	3.2	3.1	1.7	5.5	3.7	5.9	5.9	1.5	3.1	4.8	10.1	4.0	5.0	2.1
10	3.4	8.3	3.5	3.8	4.0	3.2	5.0	2.4	3.1	2.2	6.1	3.8	5.5	4.4	1.9	3.5	4.9	3.1	4.1	3.5	4.3
25	2.4	4.9	2.6	2.6	3.5	2.8	3.8	2.2	2.4	3.0	3.7	3.6	3.6	2.9	1.4	3.2	4.2	4.3	1.7	5.5	3.2
50	2.5	5.0	2.2	2.5	3.0	2.3	4.3	2.5	1.3	2.8	3.0	2.4	5.3	2.4	1.8	3.0	5.9	3.0	3.2	3.1	3.2
75	1.8	3.8	1.5	1.7	3.4	3.3	4.1	2.6	2.2	3.6	2.6	3.6	4.2	3.4	2.0	2.2	3.4	6.0	5.9	5.1	3.4
90	2.9	4.7	3.7	2.4	3.0	2.4	4.1	3.4	3.5	4.9	4.2	2.7	7.0	2.8	2.6	3.9	4.2	11.3	10.3	3.8	5.7
95	2.9	3.3	3.5	5.4	4.6	1.6	4.8	2.7	1.9	2.5	3.7	7.6	13.3	3.5	2.6	1.6	5.8	10.2	8.7	4.5	4.4
Hispanic																					
5	7.0	9.6	10.1	5.5	3.0	9.1	3.8	3.5	4.9	5.6	4.7	3.7	3.1	3.1	5.2	6.1	9.3	6.2	10.5	6.9	6
10	3.3	16.8	5.2	4.3	3.9	4.1	5.7	3.0	4.1	4.5	4.5	6.4	1.8	2.7	4.0	7.2	3.8	11.1	14.6	5.7	8.5
25	4.3	7.4	3.4	3.7	3.5	3.4	4.1	3.5	3.6	5.5	4.1	3.8	3.3	3.1	3.9	3.3	5.6	3.6	8.6	7.7	6.5
50	3.6	4.8	6.7	3.7	4.1	2.2	3.9	2.5	4.4	3.8	3.3	4.5	2.7	3	2.4	2.5	5.8	5.7	11.0	12.0	3.8
75	3.2	3.4	4.1	4.1	2.3	4.8	4.4	3.5	5.1	3.4	5.1	3.4	5.0	3.5	5.1	3.4	3.6	10.6	2.8	5.7	7.4
90	4.9	5.6	5.4	4.4	5.5	6.5	5.2	2.0	5.1	3.5	5.9	2.5	7.1	3.9	4.4	3.4	7.6	5.1	6.7	5.8	2.8
95	6.4	7.6	6.7	6.9	3.5	4.3	5.1	4.4	6.1	3.8	2.8	4.2	6.8	10.9	4.4	11.0	6.3	9.1	6.0	4.8	4.9

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *NAEP 1996 Trends in Academic Progress*, 1998.

Table S19-3 Standard errors for table 19-4

Parents' highest education level	Year	Age 9		Age 13		Age 17	
		Percentage of students	Average proficiency	Percentage of students	Average proficiency	Percentage of students	Average proficiency
Less than high school graduate	1977	0.4	2.2	0.7	1.3	0.9	1.3
	1982	0.9	6.0	0.6	1.9	0.7	2.4
	1986	0.4	2.9	1.1	2.7	0.4	3.1
	1990	0.4	2.7	0.5	2.1	0.6	2.8
	1992	0.3	2.6	0.5	2.9	0.6	3.8
	1994	0.4	3.4	0.4	2.5	0.5	4.2
	1996	0.5	4.0	0.4	3.2	0.7	3.9
High school graduate	1977	0.5	1.4	0.6	1.1	0.6	0.8
	1982	1.1	3.3	1.1	1.3	0.9	1.6
	1986	0.7	1.5	1.3	1.4	1.1	2.0
	1990	0.7	1.7	0.8	1.3	1.1	1.4
	1992	0.7	1.9	0.9	1.4	0.9	2.4
	1994	0.6	1.4	0.9	1.2	0.8	1.7
	1996	0.6	2.5	1.0	1.6	1.1	2.7
Some education after high school	1977	0.3	1.5	0.5	1.3	0.4	1.1
	1982	0.6	3.2	0.6	1.5	0.6	1.7
	1986	0.6	2.6	0.6	1.4	1.0	2.5
	1990	0.4	2.1	0.6	1.2	0.9	1.6
	1992	0.4	2.4	0.7	1.1	0.9	1.7
	1994	0.4	2.8	0.6	2.0	1.1	1.9
	1996	0.4	3.9	0.5	1.3	1.1	1.9
College graduate	1977	0.7	1.4	1.0	1.0	1.2	1.0
	1982	2.3	2.3	1.5	1.5	1.4	1.7
	1986	1.1	1.4	2.0	1.9	1.2	2.1
	1990	1.1	1.3	1.2	1.1	1.4	1.7
	1992	1.2	1.2	1.3	1.0	1.4	1.3
	1994	0.8	1.4	1.3	1.3	1.5	1.6
	1996	1.2	1.5	1.6	1.2	1.5	1.5

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *NAEP 1996 Trends in Academic Progress*, 1997.

Table S20-1 Standard errors for table 20-1

Country	Average score			Percentile distribution				
	Total	Boys	Girls	5th	25th	50th	75th	95th
Singapore	4.9	6.3	5.4	5.8	8.9	7.2	4.5	7.5
Korea	2.4	3.2	3.4	4.0	5.0	3.9	2.7	7.1
Japan	1.9	2.6	2.1	2.1	6.8	2.5	1.4	4.8
Hong Kong	6.5	7.7	7.7	14.2	6.8	5.9	4.9	5.4
Belgium (Fl)	5.7	8.8	7.4	7.7	8.7	8.7	5.7	3.5
Czech Republic	4.9	4.5	6.3	3.5	2.6	7.5	8.5	12.6
Slovak Republic	3.3	3.7	3.6	1.6	0.6	4.4	3.9	2.7
Switzerland	2.8	3.5	3.1	6.3	2.1	6.1	2.9	2.8
Netherlands	6.7	7.8	6.4	10.6	9.1	9.2	7.4	6.9
Slovenia	3.1	3.8	3.3	2.5	3.6	6.7	4.0	4.3
Bulgaria	6.3	—	—	11.4	4.2	10.6	13.8	0.4
Austria	3.0	3.2	4.5	5.1	4.1	5.8	2.6	6.4
France	2.9	3.1	3.8	5.2	1.4	3.0	2.5	3.4
Hungary	3.2	3.6	3.6	2.3	2.1	2.6	2.7	9.2
Russian Federation	5.3	6.3	5.0	4.5	5.6	11.3	8.2	2.9
Australia	4.0	5.1	4.6	4.1	1.5	7.0	7.2	5.4
Canada	2.4	3.2	2.7	3.3	2.0	2.7	2.4	3.7
Ireland	5.1	7.2	6.0	6.5	4.9	8.2	9.6	3.3
Belgium (Fr)	3.4	4.7	3.7	13.8	1.1	5.5	3.7	6.2
Israel	6.2	6.6	6.9	6.3	7.5	9.3	4.9	7.2
Thailand	5.7	5.6	7.0	3.7	4.4	5.9	6.8	12.0
Sweden	3.0	3.6	3.1	2.9	6.0	3.7	3.4	4.7
Germany	4.5	5.1	5.0	8.2	9.4	6.3	7.5	10.9
New Zealand	4.5	5.9	5.3	3.1	4.0	5.0	5.5	9.1
England	2.6	5.1	3.5	8.8	4.8	3.5	2.7	4.1
Norway	2.2	2.8	2.7	5.5	2.0	2.8	3.1	5.9
Denmark	2.8	3.2	3.4	9.8	2.9	4.9	2.2	5.9
United States	4.6	5.2	4.5	3.3	3.4	6.4	8.2	3.7
Scotland	5.5	6.6	5.2	2.1	3.2	7.2	7.1	15.3
Latvia (LSS)	3.1	3.8	3.5	5.2	2.6	3.3	4.3	8.1
Iceland	4.5	5.5	5.6	4.3	3.3	6.2	4.8	21.0
Spain	2.0	2.5	2.6	2.0	2.5	1.8	3.5	3.9
Greece	3.1	3.7	3.1	2.8	1.9	3.8	3.6	6.6
Romania	4.0	4.8	4.0	3.1	3.0	5.5	5.2	9.7
Lithuania	3.5	4.0	4.1	5.0	3.1	5.3	4.3	8.5
Cyprus	1.9	2.8	2.5	3.3	1.2	1.6	3.2	7.3
Portugal	2.5	2.8	2.7	3.0	1.0	2.2	6.7	7.1
Iran, Islamic Republic	2.2	2.9	3.3	4.4	2.2	2.9	5.8	9.8
Kuwait	2.5	—	—	4.7	3.5	5.0	3.2	6.1
Colombia	3.4	6.9	3.6	5.8	4.4	3.6	6.1	7.5
South Africa	4.4	6.3	4.1	3.7	2.2	2.0	4.9	10.4

— Not available

SOURCE: International Association for the Evaluation of Educational Achievement, TIMSS International Study Center, *Mathematics Achievement in the Middle School Years: IEA's Third International Mathematics and Science Study*, 1996, tables 1.1, 1.6, and E.1.

Table S20-2 Standard errors for table 20-2

Country	Average score			Percentile distribution				
	Total	Boys	Girls	5th	25th	50th	75th	95th
Singapore	5.5	6.7	7.0	5.2	7.4	7.4	6.5	6.1
Czech Republic	4.3	4.2	5.8	4.9	2.9	5.3	5.1	4.5
Japan	1.6	2.4	2.0	0.5	4.3	1.5	1.8	1.7
Bulgaria	5.3	—	—	5.2	2.0	7.3	4.3	6.9
Korea	1.9	2.7	2.3	1.2	1.8	2.4	4.1	1.4
Netherlands	5.0	6.4	4.9	11.7	9.3	6.0	5.0	8.8
Slovenia	2.5	3.2	3.2	2.9	4.7	4.2	3.6	4.6
Austria	3.7	4.0	4.6	6.0	4.1	3.7	6.0	2.6
Hungary	2.8	3.1	3.4	6.1	5.2	4.2	4.2	2.5
England	3.3	5.6	4.2	2.0	5.2	5.9	4.7	6.7
Belgium (Fl)	4.2	6.0	5.8	5.3	6.6	4.9	4.5	1.4
Australia	3.9	5.2	4.1	6.6	4.6	6.5	3.9	1.4
Slovak Republic	3.2	3.5	3.9	7.1	8.8	5.6	4.3	2.3
Ireland	4.5	6.6	5.2	2.6	10.1	5.0	4.9	1.9
Russian Federation	4.0	4.9	3.7	8.5	8.1	5.3	3.6	8.0
Sweden	3.0	3.4	3.4	5.5	6.2	5.2	4.1	1.7
United States	4.7	4.9	5.2	6.3	7.7	6.5	5.4	8.6
Canada	2.6	3.1	3.7	3.7	4.2	4.0	3.0	3.8
Germany	4.8	5.9	4.9	9.3	6.6	8.5	4.2	5.5
Norway	1.9	3.2	2.0	3.8	1.9	3.0	1.9	4.7
New Zealand	4.4	5.4	5.2	6.9	6.3	5.5	3.6	3.7
Thailand	3.7	3.9	4.3	2.3	4.5	5.6	4.8	4.2
Israel	5.7	6.4	6.1	14.7	9.1	10.4	5.3	11.1
Hong Kong	4.7	5.5	5.1	10.6	7.1	7.2	4.1	1.4
Switzerland	2.5	3.2	3.0	3.9	5.2	4.9	4.6	0.9
Scotland	5.1	6.4	4.7	7.7	4.3	6.7	6.3	6.2
Spain	1.7	2.1	2.3	4.0	1.7	2.9	3.1	3.3
France	2.5	2.7	3.3	3.9	4.6	3.9	3.1	4.6
Greece	2.2	2.6	3.1	3.8	2.3	2.2	3.0	1.4
Iceland	4.0	5.1	4.6	0.6	5.3	3.8	6.9	14.7
Romania	4.7	5.3	5.0	3.8	8.5	5.2	6.7	6.6
Latvia (LSS)	2.7	3.3	3.2	4.4	5.4	2.4	3.0	6.5
Portugal	2.3	2.8	2.7	4.4	1.1	1.4	2.1	5.3
Denmark	3.1	3.6	3.9	5.4	3.8	3.6	3.2	3.0
Lithuania	3.4	3.8	4.0	2.7	8.5	5.8	3.1	5.3
Belgium (Fr)	2.8	4.8	2.9	5.4	3.9	5.3	4.5	5.7
Iran, Islamic Republic	2.4	3.8	3.2	4.3	2.5	2.8	2.3	6.8
Cyprus	1.9	2.2	2.7	1.4	2.8	3.0	2.9	4.2
Kuwait	3.7	—	—	7.1	5.4	3.4	4.9	2.7
Colombia	4.1	7.3	4.6	8.3	6.4	5.8	8.8	2.6
South Africa	6.6	9.5	6.0	2.8	4.7	3.6	9.2	15.3

— Not available.

SOURCE: International Association for the Evaluation of Educational Achievement, TIMSS International Study Center, *Science Achievement in the Middle School Years, IEA's Third International Mathematics and Science Study*, 1996, tables 1.1, 1.6, and E.1

Table S20-3 Standard errors for table 20-3

Country	Average score			Percentile distribution				
	Total	Boys	Girls	5th	25th	50th	75th	95th
Singapore	5.3	5.5	6.4	5.9	6.7	5.8	6.6	7.2
Korea	2.1	2.5	2.6	6.3	2.2	2.3	2.4	4.2
Japan	2.1	2.5	2.2	2.6	3.2	2.4	1.6	1.5
Hong Kong	4.3	4.7	4.2	5.3	4.4	5.1	4.0	7.4
Netherlands	3.4	3.8	3.4	2.7	4.8	3.2	5.2	5.4
Czech Republic	3.3	3.4	3.6	4.0	3.9	3.2	2.6	6.2
Austria	3.1	3.6	3.6	7.2	5.0	3.4	3.5	5.1
Slovenia	3.2	3.4	4.0	6.1	3.4	4.4	3.1	2.5
Ireland	3.4	3.9	4.3	10.2	4.0	3.9	4.2	5.1
Hungary	3.7	4.2	3.9	4.0	3.8	4.0	4.7	5.5
Australia	3.1	3.5	3.7	5.4	2.9	2.9	2.9	3.5
United States	3.0	3.1	3.3	3.1	2.5	2.9	3.3	3.1
Canada	3.3	3.4	3.9	4.7	5.3	3.7	3.0	8.2
Israel	3.5	4.4	4.1	5.0	3.3	6.4	3.9	7.0
Latvia (LSS)	4.8	5.5	5.2	8.2	6.2	4.0	8.0	12.3
Scotland	3.9	4.3	3.8	6.6	5.7	3.9	3.7	5.7
England	3.2	3.4	4.4	2.9	3.4	4.3	4.5	3.2
Norway	3.0	3.5	3.6	2.8	4.9	1.9	3.3	2.0
Cyprus	3.1	3.5	3.3	5.9	5.1	3.2	3.7	3.7
New Zealand	4.3	5.7	4.3	9.0	7.5	4.5	3.7	7.1
Greece	4.4	5.0	4.5	10.5	5.6	4.3	6.3	4.6
Thailand	4.7	5.8	4.2	6.9	5.2	6.4	5.0	9.7
Portugal	3.5	3.8	3.7	4.4	4.5	4.7	2.9	3.1
Iceland	2.7	3.3	3.0	4.4	3.7	2.6	2.7	10.7
Iran, Islamic Republic	4.0	6.0	5.0	4.9	3.0	3.4	3.3	5.2
Kuwait	2.8	—	—	5.9	2.8	3.0	3.3	4.1

— Not available.

SOURCE: International Association for the Evaluation of Educational Achievement, TIMSS International Study Center, *Mathematics Achievement in the Primary School Years, IEA's Third International Mathematics and Science Study*, 1997, tables 1.1, 1.6, and C.1.

Table S20-4 Standard errors for table 20-4

Country	Average score			Percentile distribution				
	Total	Boys	Girls	5th	25th	50th	75th	95th
Korea	1.9	2.2	2.5	3.0	3.3	2.6	1.6	3.2
Japan	1.8	2.0	2.0	1.8	1.9	2.3	1.5	1.6
United States	3.1	3.3	3.3	5.7	5.0	4.0	3.1	4.3
Austria	3.3	3.9	3.7	15.6	2.6	1.9	2.9	7.0
Australia	2.9	3.3	3.2	6.0	3.4	2.7	2.5	1.1
Netherlands	3.1	3.6	3.5	6.7	3.4	3.6	2.3	1.8
Czech Republic	3.1	3.4	3.6	3.9	3.2	3.8	3.8	2.9
England	3.3	4.0	3.4	7.8	3.3	4.4	2.8	8.6
Canada	3.0	3.7	3.2	6.1	4.3	3.5	3.6	3.8
Singapore	5.0	5.4	6.3	6.0	4.3	6.9	7.6	7.8
Slovenia	3.3	3.3	4.0	7.6	4.5	4.0	2.5	9.3
Ireland	3.3	3.5	4.5	6.7	7.0	2.6	3.6	5.3
Scotland	4.2	4.5	4.3	11.8	5.2	4.1	3.4	7.9
Hong Kong	3.7	4.1	3.8	10.7	5.5	4.8	4.5	6.0
Hungary	3.4	3.8	3.9	6.4	3.5	3.3	5.8	6.9
New Zealand	4.9	6.1	4.8	9.4	6.2	5.3	4.2	3.9
Norway	3.6	4.7	3.7	3.6	2.8	3.8	3.7	3.7
Latvia (LSS)	4.9	5.4	5.5	6.0	6.4	6.2	7.0	11.9
Israel	3.6	4.5	3.8	8.4	4.4	3.6	3.6	6.9
Iceland	3.3	4.3	3.3	1.5	3.5	4.8	3.4	1.9
Greece	4.1	4.5	4.3	8.5	4.0	4.0	5.1	[illegible]
Portugal	4.0	4.5	4.2	6.7	3.6	3.6	3.8	[illegible]
Cyprus	3.3	4.0	3.1	7.1	3.1	2.1	4.6	[illegible]
Thailand	4.9	5.9	4.3	9.0	6.4	4.7	3.7	5.1
Iran, Islamic Republic	3.9	5.9	4.7	4.0	3.9	3.1	5.5	4.1
Kuwait	3.1	—	—	6.2	4.2	2.8	2.9	2.1

— Not available.

SOURCE: International Association for the Evaluation of Educational Achievement, TIMSS International Study Center, *Science Achievement in the Primary School Years, IEA's Third International Mathematics and Science Study*, 1997, tables 1.1, 1.6, and C.1.

Table S20-5 Standard errors for table 20-5

Country	Average mathematics score			Average science score		
	Total	Boys	Girls	Total	Boys	Girls
Australia	9.3	10.3	9.3	9.8	11.5	9.4
Austria	5.3	7.2	5.5	5.6	8.7	5.8
Canada	2.8	3.8	3.5	2.6	3.6	3.8
Cyprus	2.5	4.9	3.7	3.0	5.8	3.0
Czech Republic	12.3	11.3	16.8	8.8	8.8	11.0
Denmark	3.3	4.0	4.0	3.6	5.4	4.1
France	5.1	5.6	5.3	5.1	6.7	4.8
Germany	5.9	8.8	8.8	5.1	7.9	8.5
Hungary	3.2	4.9	4.8	3.0	4.2	4.3
Iceland	2.0	3.4	2.2	1.5	2.7	2.1
Italy	5.5	7.4	6.0	5.3	6.7	5.6
Lithuania	6.1	7.3	7.7	5.7	6.4	7.3
Netherlands	4.7	5.6	5.9	5.3	5.7	6.2
New Zealand	4.5	4.9	6.2	5.2	7.1	5.2
Norway	4.1	5.3	4.8	4.1	5.1	4.5
Russian Federation	6.2	6.5	6.6	5.7	5.7	6.7
Slovenia	8.3	12.7	8.0	8.2	12.7	6.4
South Africa	8.3	9.3	10.8	10.5	11.5	13.0
Sweden	4.3	5.9	3.9	4.4	5.9	3.5
Switzerland	5.8	6.4	7.4	5.3	6.1	7.8
United States	3.2	4.1	3.6	3.3	4.6	3.9

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Pursuing Excellence: A Study of U.S. Twelfth-Grade Mathematics and Science Achievement in International Context*, 1998.

Table S21-1 Standard errors for table 21-1

Country and highest level of educational attainment	Prose scale				Document scale				Quantitative scale			
	Level 1	Level 2	Level 3	Level 4/5	Level 1	Level 2	Level 3	Level 4/5	Level 1	Level 2	Level 3	Level 4/5
Belgium												
Less than high school	2.7	4.6	5.0	1.6	3.0	6.3	9.0	1.3	3.2	3.6	5.2	2.1
High school degree	1.6	3.4	3.3	1.7	1.8	2.1	2.8	2.1	1.5	2.0	2.5	1.9
Some college, no degree	0.9	2.3	3.7	3.3	0.7	1.9	3.0	2.8	0.9	1.9	2.6	3.0
College degree or more	0.9	2.8	3.9	3.9	0.9	2.2	4.4	3.5	0.9	2.5	3.7	4.0
Canada												
Less than high school	3.2	3.5	3.0	1.6	3.5	3.6	3.8	1.8	4.1	5.0	4.0	1.0
High school degree	3.5	5.1	5.9	1.8	3.3	3.9	5.3	5.9	4.7	5.3	7.3	3.9
Some college, no degree	2.2	6.3	7.8	5.2	2.8	3.3	6.0	7.4	3.2	5.4	5.8	4.5
College degree or more	0.4	6.2	7.1	10.4	3.8	2.9	7.3	6.9	3.6	1.5	9.7	11.6
Germany												
Less than high school	1.5	2.2	2.6	1.6	1.3	1.9	2.0	1.8	0.8	2.3	1.5	1.6
High school degree	2.0	4.0	4.5	1.8	1.2	3.6	3.9	2.1	1.5	2.8	1.8	2.8
Some college, no degree	2.1	4.0	6.6	5.7	2.9	6.3	9.6	6.2	1.6	6.1	9.4	5.8
College degree or more	1.5	3.8	5.0	4.1	1.0	3.7	5.1	4.7	0.8	3.9	4.0	4.3
Ireland												
Less than high school	1.8	2.4	2.1	0.7	2.2	2.1	1.6	1.0	2.0	1.4	1.2	0.8
High school degree	1.5	2.9	2.6	2.2	1.9	2.4	2.6	1.5	1.9	2.1	2.4	2.5
Some college, no degree	1.9	3.1	5.0	4.2	2.8	3.2	4.2	4.2	2.7	4.4	4.2	4.1
College degree or more	0.9	3.6	5.1	5.8	0.7	5.0	6.0	6.0	1.4	4.3	5.0	4.5
Netherlands												
Less than high school	1.5	1.7	1.7	0.7	1.5	2.0	1.6	1.3	1.5	2.0	1.6	1.0
High school degree	0.6	1.7	2.2	2.0	0.8	1.5	1.8	1.9	0.8	2.0	2.0	2.0
Some college, no degree	—	—	—	—	—	—	—	—	—	—	—	—
College degree or more	0.5	1.5	2.9	2.5	0.5	1.7	3.1	2.5	0.6	1.6	3.0	3.0
New Zealand												
Less than high school	1.9	1.9	1.7	0.8	2.1	2.1	1.5	0.8	1.9	1.9	1.9	1.2
High school degree	0.9	2.0	2.1	1.9	1.2	2.2	2.4	1.9	1.3	2.2	2.2	1.7
Some college, no degree	1.6	2.1	4.0	3.7	1.4	2.7	3.3	3.3	1.5	2.4	3.4	3.3
College degree or more	1.6	1.9	3.0	4.0	1.6	2.5	3.3	3.8	1.5	2.6	4.4	4.3
Poland												
Less than high school	1.3	1.3	1.0	0.3	1.5	1.4	0.9	0.5	1.3	1.5	1.0	0.4
High school degree	1.9	2.7	2.5	1.4	2.0	2.2	2.9	1.3	1.8	1.5	1.3	1.6
Some college, no degree	2.8	4.7	4.0	2.5	3.8	4.7	4.3	3.1	3.3	3.6	4.8	3.5
College degree or more	3.3	2.8	5.3	3.7	3.6	4.5	5.9	3.3	2.5	5.0	4.9	4.1
Sweden												
Less than high school	1.7	1.6	1.9	1.4	1.7	2.3	2.8	2.0	1.8	2.6	1.9	1.6
High school degree	0.8	1.2	1.6	1.3	0.6	0.9	1.6	1.2	0.6	0.8	1.3	1.3
Some college, no degree	0.9	1.6	2.6	3.0	0.6	2.2	3.5	3.2	0.7	2.5	3.5	3.3
College degree or more	0.6	1.9	4.7	5.3	0.6	3.3	4.5	4.5	0.9	2.5	2.6	3.8

Table S21-1 Standard errors for table 21-1—Continued

Country and highest level of educational attainment	Prose scale				Document scale				Quantitative scale			
	Level 1	Level 2	Level 3	Level 4/5	Level 1	Level 2	Level 3	Level 4/5	Level 1	Level 2	Level 3	Level 4/5
Switzerland (French)												
Less than high school	3.8	4.8	3.9	0.8	4.2	4.5	3.0	1.4	3.3	3.8	4.0	1.9
High school degree	1.8	2.8	3.2	1.1	1.6	2.5	2.2	1.9	1.0	2.4	2.9	2.5
Some college, no degree	2.3	5.3	6.5	3.0	1.7	4.9	6.6	6.3	1.4	4.5	6.4	4.6
College degree or more	2.1	3.0	5.2	4.1	2.1	2.2	5.3	5.0	1.7	2.2	5.0	5.3
Switzerland (German)												
Less than high school	4.5	5.0	4.5	2.4	6.2	5.9	4.1	2.8	4.9	5.8	4.6	4.2
High school degree	1.2	2.8	2.6	1.6	1.2	1.9	2.2	2.1	1.1	2.3	3.1	2.1
Some college, no degree	3.1	4.9	5.8	2.5	2.2	4.7	6.1	4.7	1.7	4.7	5.8	5.5
College degree or more	2.4	6.4	6.7	6.9	1.9	5.1	5.7	5.1	2.2	5.7	6.4	6.2
United Kingdom												
Less than high school	1.6	1.7	1.8	1.0	1.7	1.5	1.3	0.9	1.2	1.7	1.6	1.0
High school degree	2.0	2.6	2.6	2.2	1.6	1.9	2.5	2.8	2.1	3.0	2.6	2.7
Some college, no degree	1.4	3.0	3.1	2.8	1.6	2.9	4.6	3.0	1.6	2.6	2.7	3.0
College degree or more	1.0	1.9	3.1	2.9	1.0	1.6	3.5	3.3	1.1	2.0	3.3	3.0
United States												
Less than high school	2.1	2.4	1.5	0.7	3.1	2.9	2.0	0.9	3.3	3.3	2.9	1.6
High school degree	2.0	2.3	2.3	2.0	1.9	2.2	2.3	1.7	1.5	2.9	2.2	1.8
Some college, no degree	2.6	3.5	3.6	3.4	2.2	3.4	2.9	2.1	2.3	4.0	4.3	3.8
College degree or more	1.3	1.1	3.6	3.6	1.8	1.7	2.4	3.4	1.2	1.2	2.6	3.1

— Not available.

SOURCE: Organization for Economic Co-operation and Development, *International Adult Literacy Survey*, unpublished tabulations, 1994 and 1996.

Table S21-2 Standard errors for table 21-2

Country and immigration status	Prose scale Level 1	Prose scale Level 2	Prose scale Level 3	Prose scale Level 4/5	Document scale Level 1	Document scale Level 2	Document scale Level 3	Document scale Level 4/5	Quantitative scale Level 1	Quantitative scale Level 2	Quantitative scale Level 3	Quantitative scale Level 4/5
Belgium												
Native-born	1.6	2.6	2.9	1.3	1.8	3.4	4.6	1.0	1.9	2.0	2.4	1.4
Foreign-born	9.1	9.7	9.6	3.8	8.3	8.5	10.4	4.2	9.1	8.8	8.8	4.5
Canada												
Native-born	1.0	2.8	2.5	1.8	1.5	1.9	2.2	2.5	1.3	2.4	3.2	2.3
Foreign-born	7.4	6.7	5.4	8.3	6.8	4.5	6.5	6.5	7.3	7.6	4.2	13.2
Germany												
Native-born	1.2	1.4	2.0	1.2	0.8	1.5	1.4	0.9	0.6	1.2	1.3	0.9
Foreign-born	4.9	5.3	4.8	2.4	3.8	6.9	4.8	4.1	5.0	8.0	7.4	5.1
Ireland												
Native-born	1.5	1.8	1.6	1.6	1.9	1.4	1.6	1.5	1.6	1.3	1.3	1.8
Foreign-born	4.2	7.6	7.2	5.4	4.7	6.3	5.9	5.4	3.7	6.3	3.5	5.6
Netherlands												
Native-born	0.7	1.2	1.5	1.0	0.6	0.8	1.3	1.1	0.7	1.1	1.2	1.0
Foreign-born	6.1	6.0	5.6	2.3	5.0	6.5	7.7	3.6	5.0	4.6	5.7	3.5
New Zealand												
Native-born	1.3	1.6	1.3	1.0	1.2	1.7	1.4	1.1	1.3	1.6	1.6	1.1
Foreign-born	2.4	2.2	3.6	2.1	2.3	3.0	3.9	2.5	2.6	2.3	3.2	2.4
Poland												
Native-born	0.9	1.0	0.8	0.6	1.3	1.1	0.8	0.5	1.2	1.3	0.8	0.6
Foreign-born	8.9	9.0	4.6	*0.0	10.5	10.0	5.2	1.8	9.6	7.1	6.0	*0.0
Sweden												
Native-born	0.5	0.5	1.1	0.8	0.3	1.2	1.3	0.9	0.5	1.0	1.4	1.2
Foreign-born	4.6	5.0	4.4	2.2	3.9	3.8	4.8	1.9	4.2	3.0	4.6	3.0
Switzerland (French)												
Native-born	1.4	2.3	2.5	1.1	1.5	2.2	1.9	1.8	0.8	2.0	2.3	1.9
Foreign-born	2.7	2.7	3.1	1.5	2.0	3.2	2.9	1.4	2.6	3.2	2.1	1.8
Switzerland (German)												
Native-born	0.9	2.4	2.1	1.3	1.4	2.5	1.2	1.5	0.8	2.0	2.7	1.9
Foreign-born	2.7	2.9	3.3	2.7	3.6	3.5	2.3	2.5	3.5	3.8	3.4	2.8
United Kingdom												
Native-born	1.0	1.4	1.5	1.1	1.0	1.3	1.0	1.1	0.8	1.3	1.3	1.2
Foreign-born	5.0	4.2	4.9	2.8	5.1	4.0	4.1	3.1	5.2	3.6	4.2	3.2
United States												
Native-born	1.2	1.7	1.8	1.4	1.3	1.7	1.5	1.4	1.2	1.8	1.1	1.4
Foreign-born	2.8	1.8	2.1	2.3	2.7	1.9	1.9	2.2	2.7	2.6	2.7	2.2

* Standard errors less than 0.05 rounded to 0.0.

SOURCE: Organization for Economic Co-operation and Development, *International Adult Literacy Survey*, unpublished tabulations, 1994 and 1996.

Table S21-3 Standard errors for table 21-3

Country and sex	Prose scale				Document scale				Quantitative scale			
	Level 1	Level 2	Level 3	Level 4/5	Level 1	Level 2	Level 3	Level 4/5	Level 1	Level 2	Level 3	Level 4/5
Belgium												
Male	1.7	5.5	3.4	3.1	2.2	5.7	4.8	3.2	2.0	2.8	2.8	4.1
Female	2.3	1.6	2.7	1.6	1.6	2.6	5.1	2.2	2.2	2.8	4.4	1.5
Canada												
Male	2.0	3.6	3.5	2.7	1.9	2.9	3.3	2.4	2.4	4.8	4.7	2.6
Female	2.0	4.0	2.8	4.8	3.0	2.3	2.3	1.8	3.0	3.1	3.2	4.1
Germany												
Male	1.9	2.5	2.2	1.8	1.2	2.0	1.3	1.9	1.0	2.0	1.7	1.9
Female	1.9	2.1	2.4	1.5	1.1	2.4	1.7	1.5	0.8	2.6	1.8	1.4
Ireland												
Male	2.9	2.3	2.5	2.2	3.1	2.2	2.8	2.1	3.0	1.6	2.0	2.5
Female	1.3	2.2	2.2	1.8	1.8	1.6	1.3	1.5	1.8	1.7	1.7	1.6
Netherlands												
Male	1.1	1.2	1.3	1.3	1.1	1.4	2.0	1.8	1.1	1.4	1.8	1.6
Female	1.0	1.4	2.2	1.5	1.1	1.2	1.4	1.1	1.1	1.4	1.3	1.1
New Zealand												
Male	1.3	1.7	1.3	1.3	1.8	2.3	1.9	1.5	1.6	2.0	2.3	1.4
Female	1.5	1.7	1.8	1.2	1.1	1.3	1.2	1.1	1.3	1.2	1.3	1.3
Poland												
Male	0.9	1.5	1.3	0.9	1.6	1.9	1.4	0.7	1.3	1.7	1.4	0.9
Female	1.7	1.6	0.9	0.6	1.8	1.3	1.4	0.5	1.7	1.8	1.4	0.8
Sweden												
Male	0.8	1.6	1.6	1.3	0.4	0.9	1.5	1.5	0.6	1.1	1.4	1.4
Female	1.0	1.3	1.8	1.6	0.8	1.9	2.0	1.4	0.8	1.9	2.0	1.2
Switzerland (French)												
Male	1.9	3.0	3.3	1.6	1.7	3.0	3.0	2.5	1.5	2.2	2.2	2.5
Female	1.7	2.0	2.0	1.3	2.0	2.2	2.4	2.0	1.2	2.1	2.7	1.9
Switzerland (German)												
Male	1.5	2.7	3.1	2.0	1.7	3.1	1.6	1.8	1.6	2.8	3.2	2.4
Female	1.7	2.6	3.2	1.6	2.2	3.0	2.1	1.8	1.9	2.5	2.1	1.7
United Kingdom												
Male	1.2	1.5	1.7	1.3	1.2	1.2	1.6	1.7	1.3	1.8	1.9	1.7
Female	1.8	2.1	1.9	1.2	1.7	1.8	1.6	1.2	1.5	2.0	1.9	1.2
United States												
Male	1.7	2.0	1.8	1.8	1.5	2.1	1.9	1.9	1.6	2.1	1.8	1.5
Female	1.4	1.6	2.0	1.8	1.2	2.1	1.9	1.4	1.6	1.7	1.0	1.7

SOURCE: Organization for Economic Co-operation and Development, *International Adult Literacy Survey*, unpublished tabulations, 1994 and 1996.

Table S21-4 Standard errors for table 21-4

Country and income	Prose scale				Document scale				Quantitative scale			
	Level 1	Level 2	Level 3	Level 4/5	Level 1	Level 2	Level 3	Level 4/5	Level 1	Level 2	Level 3	Level 4/5
Belgium												
Lowest quintile	2.7	3.9	3.0	3.2	3.0	4.7	5.9	1.6	2.6	4.3	3.8	2.7
Second lowest quintile	2.3	3.7	3.8	2.3	2.3	3.5	3.8	1.9	2.2	3.2	2.9	1.8
Mid-level quintile	2.8	5.0	5.4	4.0	1.3	6.3	7.5	4.3	1.9	4.3	6.3	4.8
Second highest quintile	5.1	7.0	7.5	5.2	3.5	5.3	8.1	5.6	3.2	5.4	6.6	6.6
Highest quintile	6.3	15.1	12.9	9.0	7.3	15.6	12.4	12.6	6.9	6.3	15.9	14.5
Canada												
Lowest quintile	2.9	2.9	4.0	2.8	2.9	2.5	4.2	4.5	2.5	3.3	3.8	3.0
Second lowest quintile	3.2	4.5	6.6	5.2	3.3	5.3	3.8	5.7	2.8	7.2	4.1	5.7
Mid-level quintile	4.8	7.5	9.3	12.5	4.2	4.3	9.4	7.5	5.3	12.4	5.1	11.7
Second highest quintile	2.9	6.8	10.5	4.8	1.5	6.6	7.9	6.0	2.5	6.8	12.4	7.9
Highest quintile	3.3	7.2	4.8	5.7	2.9	10.6	5.9	8.7	2.7	7.5	6.2	7.0
Germany												
Lowest quintile	2.3	2.0	2.0	1.5	1.2	2.5	2.3	2.2	1.0	3.1	2.5	2.0
Second lowest quintile	2.8	3.4	2.7	1.8	2.6	3.8	4.1	3.9	2.4	4.5	4.0	2.9
Mid-level quintile	3.3	6.2	4.1	4.1	1.7	5.0	4.4	3.7	2.0	5.4	4.0	4.8
Second highest quintile	2.2	5.3	3.7	2.7	2.4	4.5	2.1	4.6	2.7	5.6	3.5	5.4
Highest quintile	1.7	4.5	5.9	3.6	1.5	3.4	7.0	4.6	1.4	3.5	4.1	3.4
Ireland												
Lowest quintile	1.7	2.8	2.7	1.7	2.0	1.8	2.2	1.1	1.9	2.0	2.1	1.7
Second lowest quintile	3.1	3.8	3.1	1.4	3.6	3.1	2.9	1.6	3.8	3.6	3.7	2.7
Mid-level quintile	3.2	4.8	3.3	4.2	3.3	3.8	3.5	2.6	3.1	4.4	4.3	3.1
Second highest quintile	2.4	4.2	4.5	4.0	2.2	3.1	4.3	2.9	2.8	3.0	3.6	3.6
Highest quintile	1.9	3.1	6.3	6.8	2.8	3.7	5.0	3.5	2.4	3.3	4.1	3.2
Netherlands												
Lowest quintile	1.4	1.8	2.4	2.0	1.4	1.6	1.9	1.7	1.6	2.1	2.2	1.7
Second lowest quintile	2.6	3.0	4.5	3.3	2.0	3.1	4.1	3.0	2.1	3.4	3.7	3.0
Mid-level quintile	1.8	2.2	2.3	2.2	1.9	2.5	2.7	2.7	1.7	2.7	2.3	2.3
Second highest quintile	1.8	3.8	4.8	2.3	1.9	3.6	4.3	3.0	1.9	3.5	3.4	2.4
Highest quintile	1.2	2.9	3.1	2.6	0.8	2.0	2.9	3.4	0.8	2.5	2.8	3.3
New Zealand												
Lowest quintile	2.8	3.0	2.9	1.4	2.9	2.6	2.1	1.3	2.6	2.3	2.1	0.9
Second lowest quintile	2.8	2.9	2.6	1.7	3.3	3.5	2.5	1.6	3.3	3.8	3.3	1.9
Mid-level quintile	2.7	4.3	4.5	2.8	3.0	4.6	3.6	2.2	2.6	5.1	4.7	2.5
Second highest quintile	3.1	3.8	2.8	2.3	2.4	3.2	2.9	2.6	2.2	2.9	3.2	2.4
Highest quintile	1.4	2.8	3.4	2.8	1.4	2.6	3.3	2.6	1.4	2.4	2.9	2.6
Poland												
Lowest quintile	3.2	3.3	2.6	1.4	3.8	3.8	2.5	1.6	3.1	2.9	2.7	2.0
Second lowest quintile	3.1	3.6	2.7	1.3	4.1	3.9	2.7	1.5	4.4	4.4	1.5	2.2
Mid-level quintile	3.0	3.2	3.2	1.4	2.5	3.2	3.7	2.2	2.6	3.3	1.4	2.1
Second highest quintile	2.9	3.3	4.3	1.9	3.8	3.6	3.1	1.9	3.2	4.8	4.3	2.4
Highest quintile	3.1	3.5	3.8	2.3	4.0	3.0	2.8	2.5	3.8	4.0	3.4	3.0

Table S21-4 Standard errors for table 21-4—Continued

Country and income	Prose scale				Document scale				Quantitative scale			
	Level 1	Level 2	Level 3	Level 4/5	Level 1	Level 2	Level 3	Level 4/5	Level 1	Level 2	Level 3	Level 4/5
Sweden												
Lowest quintile	1.4	1.9	2.9	2.9	1.2	2.5	3.8	2.7	1.2	2.9	3.7	2.5
Second lowest quintile	2.3	4.2	4.6	3.0	1.9	4.0	4.3	2.2	1.8	3.5	5.0	2.5
Mid-level quintile	1.4	2.4	3.6	3.4	1.5	2.7	3.0	2.6	1.5	2.3	3.2	3.3
Second highest quintile	1.1	2.4	4.0	3.0	0.9	3.3	3.5	1.9	0.9	3.0	2.4	2.2
Highest quintile	0.9	2.1	2.4	2.0	0.9	1.9	2.8	2.7	0.8	1.7	2.4	3.1
Switzerland (French)												
Lowest quintile	3.4	4.6	4.5	3.6	3.8	4.5	4.2	3.2	2.2	4.5	5.0	3.7
Second lowest quintile	3.3	4.6	4.4	3.4	3.5	4.7	4.1	3.2	3.4	4.5	5.9	4.8
Mid-level quintile	4.3	5.3	6.2	3.7	3.5	4.7	3.8	4.2	2.9	5.6	6.2	3.8
Second highest quintile	2.7	4.5	4.3	2.7	1.6	4.0	3.3	2.5	1.3	3.9	5.6	3.4
Highest quintile	2.0	5.4	5.6	4.1	2.1	7.0	7.0	5.6	1.4	4.3	5.3	4.6
Switzerland (German)												
Lowest quintile	4.1	5.1	4.0	2.8	3.1	4.3	3.4	3.2	2.7	5.0	4.4	3.2
Second lowest quintile	4.2	6.2	6.1	2.9	4.5	6.0	6.0	4.2	3.8	5.3	6.5	3.9
Mid-level quintile	3.0	5.8	6.0	3.2	2.9	4.9	4.8	4.7	2.7	5.3	5.7	3.4
Second highest quintile	3.6	5.3	6.0	3.1	3.2	4.2	3.8	3.5	3.0	3.8	4.6	3.8
Highest quintile	1.6	4.8	4.9	3.0	1.3	4.7	4.4	3.5	1.0	4.1	5.1	6.3
United Kingdom												
Lowest quintile	1.6	2.0	1.7	1.3	1.7	1.8	1.4	1.2	1.5	1.8	1.8	1.2
Second lowest quintile	3.5	3.1	3.8	2.3	2.6	2.8	4.0	2.7	2.7	3.7	3.8	2.6
Mid-level quintile	2.6	3.1	4.1	2.5	2.4	3.2	3.8	3.1	2.1	3.6	4.0	2.9
Second highest quintile	2.5	3.1	3.5	2.5	2.1	2.9	2.7	2.5	2.4	3.3	4.2	2.8
Highest quintile	1.3	2.8	2.3	2.2	1.2	2.5	3.6	3.2	1.2	2.1	2.5	2.1
United States												
Lowest quintile	2.3	1.9	2.0	1.6	2.2	2.8	3.0	1.8	2.5	2.0	2.2	2.1
Second lowest quintile	2.3	2.6	3.6	3.8	2.5	4.1	3.5	3.6	2.2	3.5	3.5	3.3
Mid-level quintile	1.8	3.0	4.2	3.3	2.3	2.8	4.5	3.2	2.0	2.6	4.7	3.5
Second highest quintile	1.2	3.4	5.1	4.7	1.2	2.9	5.2	4.7	1.0	2.2	4.0	4.1
Highest quintile	1.6	5.5	7.6	7.3	1.7	4.0	6.1	6.5	1.3	3.4	4.8	5.2

SOURCE: Organization for Economic Co-operation and Development, *International Adult Literacy Survey*, unpublished tabulations, 1994 and 1996.

Table S21-5 Standard errors for table 21-5

Country and employment status	Prose scale Level 1	Prose scale Level 2	Prose scale Level 3	Prose scale Level 4/5	Document scale Level 1	Document scale Level 2	Document scale Level 3	Document scale Level 4/5	Quantitative scale Level 1	Quantitative scale Level 2	Quantitative scale Level 3	Quantitative scale Level 4/5
Belgium												
Employed	1.4	2.2	1.8	1.3	1.4	2.1	2.6	1.4	1.3	1.8	1.8	1.2
Retired	6.0	8.0	6.1	2.9	6.1	4.0	4.7	2.3	6.1	4.3	6.2	4.4
Unemployed/looking for work	5.4	8.2	6.0	1.8	4.6	8.2	6.8	2.9	5.1	9.2	6.2	2.7
Student	8.1	4.3	10.5	3.4	8.8	14.9	30.6	8.2	9.4	6.3	14.1	3.9
Homemaker	4.3	5.2	3.4	2.4	3.5	4.9	4.5	1.8	3.9	5.9	4.8	2.9
Other	10.8	9.2	11.1	4.5	9.8	7.3	10.2	5.4	13.1	11.0	12.5	5.3
Canada												
Employed	1.9	1.6	6.4	5.1	1.2	2.8	2.7	2.8	2.3	5.0	3.2	3.5
Retired	5.5	9.6	7.3	12.7	5.4	6.9	10.1	13.9	6.7	7.3	5.5	5.3
Unemployed/looking for work	8.6	6.4	7.5	3.6	8.6	6.4	4.5	6.1	8.5	5.3	8.3	2.8
Student	3.2	4.9	7.6	10.5	3.1	9.9	7.3	10.2	3.4	9.0	6.4	8.3
Homemaker	5.6	7.0	8.6	6.5	6.5	8.3	9.1	8.2	6.2	7.9	8.8	7.4
Other	6.9	13.6	8.0	1.6	9.5	8.4	5.6	3.9	9.6	8.2	7.6	3.8
Germany												
Employed	1.4	2.3	2.5	1.4	1.1	1.7	1.3	1.3	0.5	1.3	1.3	1.2
Retired	3.5	4.6	4.4	1.8	3.1	4.9	4.3	1.9	2.4	5.2	5.7	3.3
Unemployed/looking for work	4.2	6.1	5.5	2.5	3.4	6.6	4.4	3.0	4.0	5.2	6.5	3.9
Student	2.3	5.0	6.0	5.0	2.7	4.0	9.2	6.6	2.9	6.4	7.1	6.4
Homemaker	3.7	5.5	4.3	2.0	2.9	4.9	4.4	2.2	2.4	5.2	3.8	2.3
Other	4.1	7.2	8.1	5.1	3.3	8.4	8.6	5.1	2.9	6.0	5.3	4.1
Ireland												
Employed	2.3	2.3	2.2	2.2	1.9	2.4	2.4	2.1	2.1	1.9	2.4	2.5
Retired	11.5	6.3	7.9	5.4	10.4	7.6	11.0	*0.0	9.7	10.1	9.6	5.4
Unemployed/looking for work	4.8	6.7	3.8	1.8	4.8	3.8	3.9	1.7	4.3	4.0	2.7	2.4
Student	1.7	3.4	3.6	4.9	1.6	3.6	4.2	4.9	1.6	4.5	5.1	4.1
Homemaker	2.3	3.3	2.3	1.3	2.3	3.2	2.5	1.0	2.3	3.2	1.8	1.4
Other	4.5	5.5	6.3	3.9	6.6	5.9	4.6	3.6	7.2	7.5	7.8	3.9
Netherlands												
Employed	0.9	1.2	1.8	1.3	0.9	1.5	1.8	1.4	0.8	1.3	1.3	1.3
Retired	5.4	5.5	4.4	1.9	4.8	6.7	5.3	2.4	4.8	6.0	5.2	3.5
Unemployed/looking for work	5.6	6.8	5.6	3.2	5.2	7.2	6.4	4.2	5.0	5.8	5.0	3.3
Student	3.0	3.6	6.0	4.9	2.6	3.9	4.3	3.3	3.0	3.7	4.7	4.0
Homemaker	2.0	2.5	3.0	1.4	2.8	3.2	2.6	1.7	2.5	2.9	2.5	1.9
Other	4.4	5.1	5.1	3.0	4.7	6.1	6.0	3.1	4.8	4.8	4.9	3.3
New Zealand												
Employed	1.2	1.3	1.2	1.2	1.3	1.9	1.5	1.2	1.3	1.5	1.5	1.3
Retired	4.8	6.3	5.9	3.1	5.3	7.1	4.3	2.3	5.3	5.2	5.8	2.4
Unemployed/looking for work	6.3	5.5	4.2	2.4	4.9	6.1	4.6	1.9	4.5	5.7	4.8	2.3
Student	3.8	4.4	5.2	4.6	4.5	5.1	5.1	3.8	3.9	5.3	5.1	3.4
Homemaker	2.9	4.5	3.8	1.8	2.9	3.6	3.4	1.7	2.7	3.3	2.8	1.5
Other	8.0	7.1	7.4	3.1	7.8	7.1	7.1	3.0	8.7	6.7	7.3	2.5
Poland												
Employed	1.4	1.7	1.5	0.7	2.0	1.7	1.6	0.8	1.6	1.6	1.5	1.0
Retired	2.8	2.2	1.7	0.5	2.4	2.1	1.8	0.5	2.9	2.6	1.7	1.0
Unemployed/looking for work	3.2	4.2	2.6	0.9	3.3	4.1	2.3	1.2	2.8	4.6	3.3	1.9
Student	2.8	2.2	3.0	1.5	2.3	3.1	2.4	2.4	3.5	4.0	4.0	1.9
Homemaker	4.2	3.4	3.0	1.3	3.8	4.9	3.8	2.1	3.8	4.3	3.4	1.9
Other	5.5	5.2	3.8	2.6	8.9	8.0	4.4	2.7	5.7	4.8	5.0	4.2

Table S21-5 Standard errors for table 21-5—Continued

Country and employment status	Prose scale				Document scale				Quantitative scale			
	Level 1	Level 2	Level 3	Level 4/5	Level 1	Level 2	Level 3	Level 4/5	Level 1	Level 2	Level 3	Level 4/5
Sweden												
Employed	0.5	0.8	1.4	1.1	0.6	1.4	1.3	1.0	0.7	0.9	1.4	1.2
Retired	4.5	5.2	4.8	2.8	4.2	4.1	4.7	4.0	4.2	4.0	5.5	4.2
Unemployed/looking for work	1.7	3.0	4.8	3.1	2.7	1.8	3.5	3.4	2.9	3.6	4.6	3.2
Student	1.0	2.3	2.7	2.7	1.2	2.6	2.4	3.2	1.7	2.8	3.0	2.6
Homemaker	5.1	3.6	5.4	5.3	5.0	6.1	7.0	7.9	5.1	6.2	5.5	6.3
Other	4.4	6.3	6.5	4.9	4.4	5.6	8.3	7.4	4.4	5.9	6.5	6.8
Switzerland (French)												
Employed	1.6	2.8	3.1	1.4	1.5	3.1	2.2	1.9	0.9	2.2	2.6	1.9
Retired	6.7	8.9	7.4	2.6	7.7	9.9	8.9	3.1	8.4	8.5	10.1	4.7
Unemployed/looking for work	9.2	7.2	8.4	7.8	7.1	7.5	12.4	8.5	6.3	8.3	11.5	11.1
Student	3.5	7.2	6.3	5.6	3.0	5.5	9.8	7.7	2.1	4.0	6.7	6.8
Homemaker	4.7	6.5	5.9	2.4	6.2	6.5	4.5	2.4	4.1	5.8	4.7	3.6
Other	11.0	12.3	9.4	*0.0	11.6	11.4	7.9	6.8	11.2	11.0	12.9	9.9
Switzerland (German)												
Employed	1.1	2.5	2.0	1.2	1.3	2.3	1.6	1.3	1.1	2.0	2.6	1.8
Retired	12.5	12.1	10.8	1.7	9.2	9.8	11.7	5.1	7.7	8.8	11.4	7.6
Unemployed/looking for work	11.1	17.6	16.2	6.4	11.9	11.8	17.6	11.5	10.7	11.5	12.4	7.6
Student	2.5	6.5	11.0	7.3	2.1	6.0	9.0	7.1	2.1	6.0	9.7	7.2
Homemaker	3.9	4.9	4.0	1.9	4.6	4.9	3.7	2.2	3.2	4.2	4.0	2.3
Other	15.6	17.3	15.0	5.5	16.8	17.0	10.2	12.5	20.1	22.8	13.9	12.6
United Kingdom												
Employed	1.2	1.7	1.9	1.1	1.1	1.3	1.3	1.4	1.0	1.5	1.7	1.6
Retired	5.2	4.1	4.2	2.1	5.3	4.4	3.3	2.4	6.1	6.8	3.4	2.3
Unemployed/looking for work	2.6	3.5	3.2	2.2	3.6	3.9	3.0	2.8	3.1	2.8	3.2	1.9
Student	4.1	8.1	7.2	8.2	3.8	8.2	8.5	8.5	4.5	7.5	9.3	8.8
Homemaker	5.0	4.9	5.3	2.3	5.1	4.9	4.5	1.9	4.6	3.6	5.0	1.6
Other	3.3	3.6	3.0	1.6	3.7	3.3	3.0	1.8	4.0	3.9	3.0	1.5
United States												
Employed	1.3	1.9	2.2	1.8	0.8	1.7	1.3	1.7	1.0	1.5	1.5	1.4
Retired	4.5	7.3	7.6	4.7	5.8	8.9	6.9	3.1	4.7	7.5	5.4	5.7
Unemployed/looking for work	5.2	4.4	7.2	5.6	5.9	6.4	6.4	5.0	7.1	6.5	7.3	4.9
Student	3.8	6.6	5.6	4.0	3.2	5.4	5.9	5.0	3.9	4.5	6.3	4.4
Homemaker	5.1	3.6	3.6	4.0	4.7	4.3	6.2	4.6	5.0	3.6	3.2	3.3
Other	8.2	7.7	7.9	4.9	5.6	5.4	6.4	4.9	5.2	7.2	7.0	4.6

* Standard errors less than 0.05 rounded to 0.0.

SOURCE: Organization for Economic Co-operation and Development, *International Adult Literacy Survey*, unpublished tabulations, 1994 and 1996.

Table S21-6 Standard errors for table 21-6

Country and occupation	Prose scale				Document scale				Quantitative scale			
	Level 1	Level 2	Level 3	Level 4/5	Level 1	Level 2	Level 3	Level 4/5	Level 1	Level 2	Level 3	Level 4/5
Belgium												
Manager/Professional	4.8	6.7	6.6	5.4	2.8	7.2	7.7	6.5	2.9	6.1	5.2	5.2
Technician	5.6	6.2	8.1	6.5	4.1	5.8	7.2	6.5	5.8	4.1	6.9	7.7
Clerk	1.8	4.5	6.1	5.4	1.2	5.8	5.6	3.9	1.4	5.1	6.1	7.8
Sales/Service	2.8	3.5	4.3	2.5	2.3	2.8	5.3	2.5	2.1	2.7	4.2	4.1
Agricultural/Fishery	12.0	19.9	16.0	8.2	13.3	18.4	18.7	7.9	13.9	16.9	12.9	6.5
Craftsworker	4.0	6.3	4.8	2.5	3.6	5.0	5.1	3.3	4.0	5.0	4.5	2.4
Machine Operator/Assembler	—	—	—	—	—	—	—	—	—	—	—	—
Canada												
Manager/Professional	2.0	5.3	6.8	4.7	1.1	4.5	6.2	7.0	1.3	4.8	6.0	4.5
Technician	3.8	12.0	16.1	7.9	4.1	5.7	20.0	15.8	4.5	12.5	12.3	12.1
Clerk	2.2	7.9	7.7	7.7	2.8	7.7	8.6	7.5	2.9	8.0	7.5	3.6
Sales/Service	2.6	5.1	4.0	4.8	3.7	6.5	4.1	4.2	2.3	4.1	4.8	4.3
Agricultural/Fishery	6.4	13.9	8.9	6.2	4.6	14.2	11.1	8.6	11.4	8.9	6.2	13.7
Craftsworker	8.3	5.4	10.3	4.7	7.2	5.6	6.2	4.4	8.8	10.9	9.0	4.5
Machine Operator/Assembler	7.2	4.0	5.5	5.9	7.6	7.6	8.0	2.9	3.9	7.0	9.8	4.3
Germany												
Manager/Professional	1.5	3.9	5.3	5.1	1.1	4.2	4.3	3.8	1.5	3.2	5.1	3.7
Technician	2.1	5.1	6.5	6.8	1.6	4.7	5.9	6.0	1.2	4.5	4.4	6.6
Clerk	3.1	6.3	5.4	3.8	2.2	4.9	4.5	3.2	2.0	5.5	5.7	2.7
Sales/Service	2.9	5.3	4.9	4.2	2.8	5.6	6.7	4.7	2.0	2.7	5.8	4.1
Agricultural/Fishery	30.3	28.2	9.7	3.0	7.8	21.6	19.1	9.3	6.2	9.7	20.9	16.1
Craftsworker	3.6	5.9	4.6	2.7	2.7	4.6	3.5	3.6	1.4	3.3	4.6	4.3
Machine Operator/Assembler	7.6	8.7	4.7	4.5	5.1	6.9	7.5	4.7	4.5	7.9	7.8	5.7
Ireland												
Manager/Professional	2.5	3.2	4.1	4.9	1.9	3.5	4.9	5.6	2.0	3.7	3.9	3.9
Technician	3.2	4.5	7.2	5.2	5.0	4.8	4.9	3.6	4.2	4.8	7.2	6.2
Clerk	2.4	4.6	3.6	5.8	2.7	5.1	3.7	5.1	3.5	3.9	3.6	4.8
Sales/Service	3.5	5.1	5.6	3.0	3.0	5.2	5.6	3.0	3.7	4.3	4.6	2.9
Agricultural/Fishery	9.1	5.7	5.1	2.5	9.5	8.1	5.0	1.6	9.9	4.8	5.2	2.8
Craftsworker	4.2	6.4	5.2	2.4	3.4	7.0	4.5	3.4	3.5	6.9	6.9	3.9
Machine Operator/Assembler	4.9	5.2	7.2	3.9	7.0	7.6	7.2	2.9	6.8	7.7	6.6	3.2
Netherlands												
Manager/Professional	0.8	2.2	2.5	2.7	1.0	1.6	2.5	2.6	0.7	1.7	3.1	3.0
Technician	1.3	3.2	4.8	3.2	1.1	1.9	3.0	2.2	1.0	2.0	3.0	2.9
Clerk	2.0	4.7	5.3	2.9	1.6	3.1	5.5	4.2	1.6	4.2	4.9	4.3
Sales/Service	2.7	4.1	5.9	3.3	2.7	4.3	5.2	3.6	2.7	3.5	4.9	3.7
Agricultural/Fishery	7.5	12.4	13.5	7.9	6.3	9.1	12.9	14.6	7.1	8.3	13.9	7.2
Craftsworker	3.0	5.9	5.3	3.1	2.9	4.5	4.9	3.5	2.6	4.7	4.7	4.0
Machine Operator/Assembler	4.6	5.6	5.2	3.5	3.8	6.8	6.2	5.2	3.2	4.7	5.4	5.5
New Zealand												
Manager/Professional	1.3	2.4	3.0	2.5	1.7	3.1	2.4	2.1	1.7	2.4	2.9	2.7
Technician	2.4	3.3	4.4	3.7	2.4	4.0	5.1	4.7	2.8	3.4	5.6	3.9
Clerk	1.9	3.1	3.3	2.6	2.8	4.2	4.3	2.6	2.7	4.8	4.4	3.0
Sales/Service	2.1	3.7	4.4	2.9	2.5	3.2	3.0	2.5	2.5	3.3	3.0	2.7
Agricultural/Fishery	4.4	3.9	4.6	2.4	4.9	4.4	4.2	2.5	4.6	4.4	4.6	2.8
Craftsworker	4.4	5.7	5.9	2.3	4.5	6.9	5.9	2.7	3.2	6.5	5.7	3.5
Machine Operator/Assembler	4.8	4.8	4.2	2.5	4.9	4.7	4.5	3.4	4.9	5.7	4.0	3.2

Table S21-6 Standard errors for table 21-6—Continued

Country and occupation	Prose scale				Document scale				Quantitative scale			
	Level 1	Level 2	Level 3	Level 4/5	Level 1	Level 2	Level 3	Level 4/5	Level 1	Level 2	Level 3	Level 4/5
Poland												
Manager/Professional	2.5	2.6	5.6	3.1	3.6	4.2	4.7	3.5	2.4	4.1	5.0	3.5
Technician	3.9	5.0	3.6	1.9	3.3	2.3	5.4	3.5	3.8	5.2	4.2	2.6
Clerk	5.8	5.5	8.0	2.9	7.0	5.3	5.5	3.7	7.0	6.1	6.8	3.5
Sales/Service	4.5	5.6	3.6	1.9	3.9	4.1	3.8	2.4	4.1	3.7	4.8	1.6
Agricultural/Fishery	4.2	3.3	2.2	0.6	4.9	4.0	2.4	0.7	4.8	2.7	3.3	1.1
Craftsworker	2.0	3.5	2.6	1.4	2.9	2.9	2.7	1.4	2.5	3.4	3.7	1.4
Machine Operator/Assembler	5.1	5.6	3.4	1.3	5.3	4.3	3.5	1.5	5.4	4.2	3.3	2.2
Sweden												
Manager/Professional	0.8	1.2	1.5	1.4	0.8	2.3	2.6	2.0	0.8	2.0	2.8	2.0
Technician	0.9	2.1	3.9	3.6	0.6	2.3	3.1	3.2	0.8	2.3	3.9	3.0
Clerk	2.4	2.5	4.2	4.4	2.3	4.4	5.0	4.4	1.9	5.8	7.0	6.9
Sales/Service	1.6	2.3	3.7	3.4	1.6	2.3	1.8	1.6	1.9	2.0	3.1	2.7
Agricultural/Fishery	5.0	8.7	12.6	7.8	4.3	7.9	8.2	11.6	3.3	9.1	8.6	9.5
Craftsworker	2.8	3.3	3.7	2.9	2.2	3.7	5.9	4.1	2.9	2.7	2.3	2.6
Machine Operator/Assembler	2.7	5.0	5.7	5.3	2.1	4.3	7.5	5.8	2.4	2.7	5.3	5.6
Switzerland (French)												
Manager/Professional	2.4	3.9	4.9	3.1	2.1	3.3	3.8	3.8	1.6	2.1	4.0	4.0
Technician	2.3	5.3	5.4	3.2	2.1	4.6	3.6	4.4	1.2	3.4	3.7	3.6
Clerk	2.3	4.4	4.7	2.8	3.6	4.9	5.1	4.5	2.8	5.4	7.0	4.7
Sales/Service	6.9	6.6	5.3	1.7	4.1	6.9	6.0	4.1	4.7	5.2	7.2	3.7
Agricultural/Fishery	13.3	12.4	9.8	*0.0	12.2	17.4	12.0	3.5	11.9	14.2	14.0	*0.0
Craftsworker	4.9	6.6	7.4	1.2	5.0	6.0	6.9	5.9	3.0	4.9	7.1	5.2
Machine Operator/Assembler	11.0	11.7	12.5	6.9	9.6	12.4	10.9	7.7	10.3	10.8	10.1	6.5
Switzerland (German)												
Manager/Professional	1.5	5.2	5.7	2.5	2.0	6.8	5.4	3.1	1.7	4.2	3.7	3.2
Technician	1.6	4.1	4.0	3.3	1.3	3.5	3.9	3.5	1.3	3.0	4.7	4.6
Clerk	3.3	6.9	6.8	5.3	3.5	5.4	6.3	5.4	3.8	6.7	4.9	4.9
Sales/Service	3.5	6.1	6.0	2.5	4.7	6.5	5.4	3.0	3.0	5.7	5.9	2.3
Agricultural/Fishery	14.9	16.1	9.4	*0.0	12.5	17.6	12.9	4.0	10.2	18.3	14.5	4.2
Craftsworker	5.8	7.9	5.1	2.0	5.0	8.0	6.8	4.6	3.7	7.0	6.0	4.3
Machine Operator/Assembler	7.3	10.5	7.1	*0.0	7.9	8.8	8.1	6.4	7.5	12.0	8.1	6.0
United Kingdom												
Manager/Professional	1.5	2.5	2.9	2.5	1.4	1.8	3.4	2.8	1.2	1.7	2.6	3.2
Technician	3.6	3.0	5.5	4.9	3.7	5.0	5.2	5.2	3.7	4.0	5.0	4.0
Clerk	1.9	3.2	3.5	3.0	1.8	3.0	3.3	2.6	2.4	2.8	3.8	3.0
Sales/Service	2.0	3.5	4.2	2.5	2.5	3.3	4.1	3.2	2.8	3.3	3.8	2.4
Agricultural/Fishery	14.0	9.9	11.9	12.9	14.2	12.5	12.1	7.7	13.8	15.5	13.4	9.0
Craftsworker	3.6	3.9	3.1	1.8	3.2	3.7	3.1	2.7	3.5	5.6	5.2	3.2
Machine Operator/Assembler	4.3	5.1	4.2	1.7	3.2	4.4	4.4	3.0	4.2	6.2	4.2	3.0
United States												
Manager/Professional	0.9	2.2	3.5	3.2	1.0	2.4	2.6	3.5	1.3	2.0	3.8	3.4
Technician	3.1	5.5	9.5	7.6	2.7	5.7	8.1	8.4	2.3	3.9	10.8	9.8
Clerk	1.8	4.3	4.5	2.9	3.2	4.4	4.7	3.0	2.0	4.2	4.4	3.5
Sales/Service	2.9	3.8	3.7	2.7	2.2	3.4	4.0	3.0	2.4	3.6	2.6	2.5
Agricultural/Fishery	5.1	13.0	12.0	9.2	6.1	11.4	8.5	8.6	5.9	7.2	14.3	10.5
Craftsworker	5.9	5.7	5.1	2.5	4.5	5.6	4.0	2.8	4.1	5.4	4.9	2.9
Machine Operator/Assembler	3.7	4.9	3.6	2.0	3.0	3.7	4.8	2.4	4.0	4.7	3.3	2.1

— Not available.

* Standara errors less than 0.05 rounded to 0.0.

SOURCE: Organization for Economic Co-operation and Development, *International Adult Literacy Survey*, unpublished tabulations, 1994 and 1996.

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Table S22-1 Standard errors for table 22-1

March	All			White			Black			Hispanic		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
1971	0.5	0.7	0.7	0.5	0.7	0.7	2.2	3.2	2.9	2.9	4.3	3.9
1972	0.5	0.7	0.7	0.5	0.7	0.7	2.1	3.2	2.8	2.9	4.3	4.0
1973	0.5	0.7	0.7	0.5	0.7	0.7	2.0	3.0	2.7	2.6	3.8	3.5
1974	0.4	0.6	0.6	0.4	0.6	0.6	1.9	2.8	2.6	2.5	3.6	3.4
1975	0.4	0.6	0.6	0.4	0.6	0.6	1.8	2.7	2.5	2.5	3.5	3.4
1976	0.4	0.5	0.6	0.4	0.5	0.6	1.7	2.7	2.3	2.5	3.6	3.4
1977	0.4	0.5	0.6	0.4	0.5	0.6	1.7	2.4	2.3	2.5	3.6	3.4
1978	0.4	0.5	0.6	0.4	0.5	0.6	1.6	2.4	2.2	2.3	3.3	3.2
1979	0.4	0.5	0.5	0.4	0.5	0.5	1.6	2.5	2.2	2.3	3.4	3.2
1980	0.4	0.5	0.5	0.4	0.5	0.5	1.5	2.3	2.0	2.2	3.1	3.0
1981	0.4	0.5	0.5	0.3	0.5	0.5	1.5	2.1	2.0	2.1	3.0	2.9
1982	0.4	0.5	0.5	0.4	0.5	0.5	1.4	2.1	1.9	2.1	3.1	2.9
1983	0.4	0.5	0.5	0.4	0.5	0.5	1.4	2.1	1.9	2.2	3.1	3.0
1984	0.4	0.5	0.5	0.4	0.5	0.5	1.4	2.2	1.8	2.1	3.0	2.9
1985	0.4	0.5	0.5	0.4	0.5	0.5	1.4	2.0	1.9	2.1	3.1	2.9
1986	0.4	0.5	0.5	0.4	0.5	0.5	1.3	1.7	1.8	2.0	2.9	2.9
1987	0.4	0.5	0.5	0.4	0.5	0.5	1.3	1.8	1.8	2.0	2.8	2.8
1988	0.4	0.6	0.5	0.4	0.6	0.5	1.5	2.2	2.0	2.3	3.2	3.2
1989	0.4	0.6	0.5	0.4	0.6	0.5	1.4	2.2	1.9	2.2	3.1	3.2
1990	0.4	0.6	0.5	0.4	0.6	0.5	1.4	2.1	1.9	2.0	2.7	2.8
1991	0.4	0.6	0.5	0.4	0.6	0.5	1.4	1.9	1.9	2.0	2.8	2.9
High school diploma or equivalency certificate												
1992	0.4	0.5	0.5	0.4	0.6	0.5	1.4	2.0	2.0	2.0	2.7	2.9
1993	0.4	0.6	0.5	0.4	0.6	0.5	1.4	1.9	2.0	1.9	2.6	2.8
1994	0.4	0.5	0.5	0.4	0.5	0.5	1.1	1.7	1.5	1.2	1.7	1.8
1995	0.4	0.5	0.5	0.3	0.5	0.5	1.0	1.5	1.5	1.3	1.7	1.8
1996	0.4	0.5	0.5	0.4	0.5	0.5	1.1	1.6	1.6	1.3	1.7	1.9
1997	0.4	0.5	0.5	0.3	0.5	0.5	1.1	1.7	1.4	1.2	1.7	1.8

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

Table S22-2 Standard errors for table 22-2

	All			White			Black			Hispanic		
March	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
1971	0.7	1.0	0.9	0.7	1.0	1.0	2.6	3.9	3.6	3.8	5.8	4.9
1972	0.7	0.9	0.9	0.7	1.0	1.0	2.6	3.9	3.4	4.0	6.0	5.2
1973	0.6	0.9	0.9	0.7	1.0	1.0	2.5	3.7	3.3	3.3	5.0	4.2
1974	0.6	0.9	0.9	0.7	1.0	1.0	2.4	3.5	3.2	3.3	4.8	4.5
1975	0.6	0.9	0.9	0.7	0.9	0.9	2.3	3.5	3.1	3.3	4.9	4.4
1976	0.6	0.8	0.8	0.6	0.9	0.9	2.2	3.4	2.9	3.2	4.8	4.2
1977	0.6	0.8	0.8	0.6	0.9	0.9	2.2	3.2	3.0	3.3	4.6	4.6
1978	0.6	0.8	0.8	0.6	0.9	0.9	2.2	3.2	2.9	3.1	4.4	4.3
1979	0.6	0.8	0.8	0.6	0.9	0.9	2.1	3.2	2.9	3.1	4.6	4.1
1980	0.6	0.8	0.8	0.6	0.9	0.9	2.0	3.0	2.7	2.8	4.1	3.8
1981	0.6	0.8	0.8	0.6	0.9	0.9	2.0	2.9	2.7	2.7	3.9	3.6
1982	0.6	0.8	0.8	0.6	0.9	0.9	2.0	3.0	2.7	2.7	4.0	3.8
1983	0.6	0.8	0.8	0.6	0.9	0.9	2.0	2.9	2.7	2.9	4.1	4.0
1984	0.6	0.8	0.8	0.6	0.9	0.9	1.9	2.9	2.6	2.8	4.1	3.8
1985	0.6	0.8	0.8	0.6	0.9	0.9	1.9	2.8	2.6	2.8	4.1	3.8
1986	0.6	0.8	0.8	0.6	0.9	0.9	1.9	2.7	2.6	2.6	3.8	3.7
1987	0.6	0.8	0.8	0.6	0.9	0.9	1.9	2.7	2.6	2.6	3.7	3.7
1988	0.6	0.9	0.8	0.7	1.0	1.0	2.0	3.0	2.8	2.9	4.2	4.2
1989	0.6	0.9	0.8	0.7	1.0	1.0	2.0	3.0	2.7	2.9	4.0	4.2
1990	0.6	0.8	0.8	0.7	1.0	0.9	2.0	2.9	2.7	2.6	3.6	3.6
1991	0.6	0.8	0.8	0.7	1.0	1.0	2.0	2.8	2.7	2.6	3.6	3.8
Some college												
1992	0.6	0.9	0.8	0.7	1.0	1.0	2.0	2.9	2.8	2.6	3.5	3.8
1993	0.6	0.9	0.8	0.7	1.0	1.0	2.0	2.9	2.8	2.5	3.5	3.6
1994	0.6	0.8	0.8	0.6	0.9	0.9	1.7	2.5	2.3	1.6	2.2	2.4
1995	0.6	0.8	0.8	0.6	0.9	0.9	1.6	2.4	2.3	1.7	2.3	2.4
1996	0.6	0.8	0.8	0.7	0.9	0.9	1.7	2.6	2.4	1.7	2.3	2.5
1997	0.6	0.8	0.8	0.7	0.9	0.9	1.7	2.6	2.3	1.6	2.3	2.3

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

Table S22-3 Standard errors for table 22-3

March	All			White			Black			Hispanic		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
1971	0.6	0.8	0.7	0.6	0.9	0.8	1.8	2.8	2.4	2.5	4.3	2.7
1972	0.6	0.8	0.8	0.6	0.9	0.8	1.8	2.6	2.5	2.3	3.6	2.8
1973	0.5	0.8	0.7	0.6	0.9	0.8	1.8	2.5	2.4	2.2	3.4	2.9
1974	0.5	0.8	0.7	0.6	0.9	0.8	1.6	2.4	2.1	2.0	2.7	3.0
1975	0.5	0.8	0.7	0.6	0.9	0.8	1.7	2.6	2.3	2.5	3.9	3.2
1976	0.5	0.8	0.7	0.6	0.8	0.8	1.8	2.6	2.4	2.2	3.7	2.5
1977	0.5	0.8	0.7	0.6	0.9	0.8	1.7	2.4	2.3	2.1	3.0	3.0
1978	0.5	0.8	0.7	0.6	0.9	0.8	1.6	2.2	2.2	2.3	3.3	3.4
1979	0.5	0.8	0.7	0.6	0.8	0.8	1.6	2.5	2.1	2.1	3.2	2.7
1980	0.5	0.7	0.7	0.6	0.8	0.8	1.5	2.1	2.0	2.0	3.0	2.6
1981	0.5	0.7	0.7	0.5	0.8	0.7	1.4	2.1	1.9	1.8	2.8	2.3
1982	0.5	0.7	0.7	0.6	0.8	0.8	1.5	2.1	2.0	2.0	3.1	2.7
1983	0.5	0.7	0.7	0.6	0.8	0.8	1.5	2.2	2.0	2.2	3.1	3.1
1984	0.5	0.7	0.7	0.6	0.8	0.8	1.4	2.2	1.8	2.2	3.1	3.0
1985	0.5	0.7	0.7	0.6	0.8	0.8	1.4	1.9	1.9	2.1	3.2	2.9
1986	0.5	0.7	0.7	0.6	0.8	0.8	1.3	1.8	1.9	1.9	2.7	2.7
1987	0.5	0.7	0.7	0.6	0.8	0.8	1.3	1.9	1.8	1.8	2.7	2.5
1988	0.5	0.8	0.7	0.6	0.9	0.8	1.5	2.2	2.0	2.3	3.3	3.1
1989	0.5	0.8	0.7	0.6	0.9	0.9	1.5	2.2	2.0	2.2	2.9	3.2
1990	0.5	0.8	0.7	0.6	0.9	0.8	1.5	2.3	1.9	1.8	2.4	2.7
1991	0.5	0.8	0.7	0.6	0.9	0.9	1.3	2.0	1.8	2.0	2.6	3.0
Bachelor's degree or higher												
1992	0.5	0.8	0.8	0.6	0.9	0.9	1.4	2.0	1.9	1.9	2.5	2.8
1993	0.5	0.8	0.8	0.6	0.9	0.9	1.5	2.1	2.1	1.7	2.3	2.6
1994	0.5	0.7	0.7	0.6	0.9	0.8	1.2	1.8	1.7	1.1	1.4	1.7
1995	0.5	0.7	0.7	0.6	0.9	0.9	1.3	1.9	1.7	1.2	1.6	1.8
1996	0.5	0.8	0.8	0.7	0.9	0.9	1.3	1.8	1.9	1.2	1.7	1.8
1997	0.6	0.8	0.8	0.7	0.9	0.9	1.3	1.8	1.8	1.2	1.7	1.9

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

Table S24-1 Standard errors for table 24-1

Recency of migration	Total	Hispanic				Non-Hispanic			
		Total	Puerto Rican	Mexican	Other Hispanic	Total	White	Black	Asian/Pacific Islander
Total	—	—	—	—	—	—	—	—	—
Born outside 50 states/D.C.	1.3	2.8	5.9	2.1	3.2	0.9	0.6	1.5	1.7
First generation	1.3	2.9	5.0	2.9	4.9	0.9	0.7	1.8	2.9
Later generation	0.6	3.1	7.3	2.7	4.7	0.3	0.2	0.5	2.9

— Not applicable.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Survey, 1996.

Table S25-1 Standard errors table for 25-1

Selected characteristics	Participated in community service: Total	Participated in community service: Regular participation	Participated in community service: One or two times	Will participate before the end of the school year	Plan to do community service next year
Total	**0.7**	**0.6**	**0.6**	**0.7**	**0.6**
Control of school					
Public	0.8	0.6	0.6	0.7	0.7
Assigned	0.8	0.7	0.7	0.8	0.7
Chosen	2.0	1.8	1.9	2.1	1.5
Private	2.3	2.1	2.1	2.0	1.5
Church-related	2.8	2.7	2.3	2.2	1.7
Not church-related	5.0	4.8	4.2	4.0	3.2
School policy					
School required and arranged community service	1.9	1.6	1.6	1.8	1.4
School only required community service	3.9	2.3	3.5	5.1	5.5
School only arranged community service	0.9	0.7	0.8	0.8	0.6
School did not require or arrange community service	1.7	1.3	1.2	1.6	1.9
Student activities					
Student involved in student government					
Yes	1.6	1.6	1.6	1.3	1.0
No	0.8	0.7	0.8	0.8	0.8
Student involved in other school activities					
Yes	0.9	0.8	0.8	0.9	0.5
No	1.3	0.9	1.0	1.2	1.2
Student involved in non-school activities					
Yes	0.8	0.7	0.8	0.8	0.6
No	1.1	0.8	0.9	1.3	1.2
Student worked for pay					
Yes	1.0	0.9	1.0	0.9	0.8
No	1.0	0.8	0.7	1.0	0.9

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), 1996 (Youth Civic Involvement Component).

Table S25-2 Standard errors table for 25-2

Student characteristics	Participated in community service: Total	Participated in community service: Regular participation	Participated in community service: One or two times	Will participate before the end of the school year	Plan to do community service next year
Total	**0.7**	**0.6**	**0.6**	**0.7**	**0.6**
Grade level					
6–8	1.1	0.9	0.9	1.1	0.9
9–10	1.0	1.0	1.0	1.3	0.9
11–12	1.4	1.3	1.4	1.1	1.3
Sex					
Male	0.9	0.7	0.8	0.8	0.9
Female	1.1	0.9	0.8	1.0	0.8
Race/ethnicity					
White	0.9	0.7	0.7	0.8	0.7
Black	1.9	1.7	1.8	2.0	1.8
Hispanic	1.8	1.6	1.3	1.9	1.4
Household income					
$10,000 or less	2.4	2.1	1.9	2.5	2.1
10,001–20,000	1.7	1.6	1.8	1.6	1.7
20,001–30,000	1.7	1.6	1.7	1.8	1.7
30,001–40,000	1.6	1.3	1.5	1.5	1.3
40,001–50,000	2.0	1.3	1.8	1.5	1.7
50,001 or more	1.1	1.0	0.9	1.1	0.8
Parents' highest education level					
Less than high school diploma	2.3	2.0	2.0	2.7	1.9
High school diploma or GED	1.3	1.0	1.1	1.2	1.2
Some college/vocational/technical	1.2	1.0	1.0	1.2	1.1
Bachelor's degree	1.5	1.7	1.5	1.5	1.3
Graduate/professional school	1.9	1.5	1.5	1.6	1.0
Family structure					
Two biological or adoptive parents	0.8	0.7	0.7	0.8	0.7
One biological or adoptive parent	1.3	1.2	1.2	1.3	1.3
One biological/adoptive and one step parent	2.0	1.5	1.6	2.1	1.7
Other relatives	4.4	3.1	3.7	3.6	3.9
Language spoken most frequently at home by student					
English	0.8	0.6	0.7	0.7	0.6
Other	2.5	1.9	2.0	2.7	2.2
Any adult in the household who performs community service					
Yes	1.0	0.9	0.8	0.9	0.7
No	1.1	0.8	0.9	0.9	1.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), 1996 (Youth Civic Involvement Component).

Table S26-1 Standard errors for table 26-1

State	English: Average years required	English: Percentage requiring 4 or more years	Mathematics: Average years required	Mathematics: Percentage requiring 3 or more years	Science: Average years required	Science: Percentage requiring 3 or more years	Core subjects: Average years required	Core subjects: Percentage meeting NCEE recommendations
United States	***0.0**	**0.8**	***0.0**	**0.7**	***0.0**	**0.6**	***0.0**	**0.6**
Alabama	*0.0	0.0	*0.0	2.9	0.1	2.7	0.1	2.8
Alaska	*0.0	0.0	*0.0	4.1	0.1	5.1	0.1	5.1
Arizona	*0.0	0.0	0.1	4.3	0.1	3.4	0.1	2.9
Arkansas	*0.0	0.4	*0.0	2.6	0.1	4.7	0.1	4.4
California	0.1	6.2	0.1	4.2	*0.0	3.6	0.1	2.5
Colorado	0.1	5.5	0.1	7.7	0.1	7.4	0.2	7.4
Connecticut	*0.0	0.2	*0.0	2.8	*0.0	3.5	0.1	3.5
Delaware	*0.0	0.0	*0.0	1.0	*0.0	0.8	*0.0	0.8
District of Columbia	0.0	0.0	0.0	—	0.0	0.0	0.0	—
Florida	*0.0	0.0	*0.0	*0.0	*0.0	2.3	0.1	2.5
Georgia	*0.0	2.2	*0.0	4.1	*0.0	4.1	0.1	3.7
Hawaii	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Idaho	*0.0	0.4	0.1	4.5	*0.0	3.3	0.1	3.3
Illinois	0.1	5.1	0.1	5.2	0.1	5.5	0.2	2.9
Indiana	*0.0	1.0	*0.0	3.1	0.1	2.7	0.1	2.5
Iowa	*0.0	4.4	0.1	4.1	0.1	4.1	0.1	2.5
Kansas	*0.0	0.1	0.1	5.1	*0.0	3.5	0.1	3.4
Kentucky	*0.0	0.0	*0.0	3.0	*0.0	3.3	0.1	3.2
Louisiana	*0.0	0.0	*0.0	0.0	*0.0	0.1	*0.0	0.1
Maine	*0.0	0.0	0.1	4.2	0.1	3.5	0.1	3.7
Maryland	*0.0	0.0	*0.0	0.0	*0.0	3.1	*0.0	3.1
Massachusetts	0.1	2.4	*0.0	3.1	*0.0	3.0	0.1	3.0
Michigan	0.1	4.6	*0.0	3.0	*0.0	2.7	0.2	1.2
Minnesota	*0.0	0.0	0.1	5.3	0.1	5.1	0.3	4.4
Mississippi	*0.0	0.4	*0.0	2.8	*0.0	2.5	0.1	2.5
Missouri	*0.0	3.5	0.1	5.0	*0.0	4.7	0.1	1.6
Montana	*0.0	0.0	0.1	5.9	0.1	4.7	0.1	4.3
Nebraska	*0.0	2.6	*0.0	3.9	*0.0	3.7	0.1	3.5
Nevada	*0.0	0.0	*0.0	0.5	*0.0	0.2	*0.0	—
New Hampshire	*0.0	1.6	0.1	4.1	*0.0	2.0	0.1	1.6
New Jersey	*0.0	0.6	*0.0	1.9	*0.0	4.0	0.1	4.0
New Mexico	*0.0	0.0	*0.0	2.2	0.1	4.5	0.1	4.5
New York	*0.0	0.0	*0.0	2.1	*0.0	1.9	*0.0	1.7
North Carolina	0.1	1.5	*0.0	2.4	*0.0	3.3	0.1	3.8
North Dakota	*0.0	1.4	*0.0	3.1	*0.0	3.2	0.1	2.9
Ohio	*0.0	4.1	*0.0	3.2	0.1	2.5	0.1	1.9
Oklahoma	*0.0	0.0	0.1	3.6	*0.0	3.0	0.1	2.4
Oregon	*0.0	1.8	*0.0	3.1	*0.0	2.4	0.1	2.1
Pennsylvania	*0.0	1.0	*0.0	1.7	0.1	3.2	0.1	3.3
Rhode Island	*0.0	0.0	*0.0	2.6	*0.0	2.3	0.1	2.1
South Carolina	*0.0	0.0	*0.0	0.2	*0.0	2.6	0.1	2.5
South Dakota	*0.0	0.0	*0.0	3.4	*0.0	2.7	0.1	2.7
Tennessee	*0.0	0.8	*0.0	4.2	*0.0	3.1	0.1	1.7
Texas	*0.0	0.3	*0.0	1.0	*0.0	3.3	0.1	3.5
Utah	*0.0	3.7	*0.0	2.5	*0.0	3.2	0.1	2.1
Vermont	*0.0	0.0	0.1	5.2	0.1	7.1	0.2	7.2
Virginia	*0.0	0.0	0.1	6.3	0.1	7.6	0.2	7.9
Washington	*0.0	3.6	0.1	5.1	*0.0	4.5	0.1	4.1
West Virginia	*0.0	*0.0	*0.0	0.2	*0.0	0.1	*0.0	0.1
Wisconsin	*0.0	1.6	*0.0	3.2	*0.0	3.1	0.1	2.5
Wyoming	*0.0	2.1	*0.0	2.9	*0.0	2.9	0.1	2.6

— Not applicable.

* Standard errors less than 0.05 are rounded to 0.0.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey(Teacher Demand and Shortage Questionnaire), 1993–94.

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Table S26-2 Standard errors for table 26-2

District characteristics	English		Mathematics		Science		Core subjects	
	Average years required	Percentage requiring 4 or more years	Average years required	Percentage requiring 3 or more years	Average years required	Percentage requiring 3 or more years	Average years required	Percentage meeting NCEE recommendations
School year 1993–94								
Total	***0.0**	**0.8**	***0.0**	**0.7**	***0.0**	**0.6**	***0.0**	**0.6**
Metropolitan status								
Urban area	*0.0	1.5	*0.0	1.3	*0.0	1.3	*0.0	1.3
Outside urban area	*0.0	1.4	*0.0	1.1	*0.0	1.2	*0.0	1.2
Rural area	*0.0	0.9	*0.0	0.9	*0.0	1.0	*0.0	0.8
Percentage of students eligible for free or reduced-price lunch								
0–5	*0.0	3.7	*0.0	4.5	0.1	3.9	0.1	3.5
6–20	*0.0	2.0	*0.0	1.3	*0.0	1.3	0.1	1.4
21–40	*0.0	1.1	*0.0	1.6	*0.0	1.2	0.1	1.2
41or more	*0.0	1.2	*0.0	1.2	*0.0	1.1	*0.0	1.1
Percentage of minority students enrolled								
Less than 5	*0.0	1.0	*0.0	1.2	*0.0	1.0	*0.0	0.9
5–19	*0.0	1.3	*0.0	1.6	*0.0	1.5	0.1	1.5
20–49	*0.0	1.1	*0.0	1.6	*0.0	1.5	*0.0	1.4
50 or more	*0.0	2.9	*0.0	2.4	*0.0	2.0	0.1	1.9
School year 1990–91								
Total	***0.0**	**0.6**	***0.0**	**0.8**	***0.0**	**0.7**	***0.0**	**0.7**
Metropolitan status								
Urban area	*0.0	2.3	0.1	2.5	*0.0	2.4	0.1	2.4
Outside urban area	*0.0	1.1	*0.0	1.3	*0.0	1.2	0.1	0.9
Rural area	*0.0	0.8	*0.0	1.1	*0.0	0.9	*0.0	0.8
Percentage of minority students enrolled								
Less than 5	*0.0	2.1	*0.0	2.3	*0.0	1.8	0.1	1.4
5–19	*0.0	2.6	*0.0	2.4	*0.0	1.8	0.1	1.7
20–49	*0.0	2.3	*0.0	2.7	*0.0	2.1	0.1	2.0
50 or more	*0.0	0.8	*0.0	1.0	*0.0	1.1	*0.0	1.0
School year 1987–88								
Total	***0.0**	**0.7**	***0.0**	**0.8**	***0.0**	**0.7**	***0.0**	**0.6**
Percentage of students eligible for free or reduced-price lunch								
0–5	*0.0	2.0	*0.0	2.3	0.1	2.4	0.1	2.3
6–20	*0.0	1.2	*0.0	1.5	*0.0	1.0	0.1	0.8
21–40	*0.0	1.0	*0.0	1.5	*0.0	1.2	0.1	1.0
41or more	*0.0	1.8	*0.0	2.0	*0.0	1.7	0.1	1.6
Percentage of minority students enrolled								
Less than 5	*0.0	1.0	*0.0	1.2	*0.0	0.9	*0.0	0.8
5–19	*0.0	1.4	*0.0	1.9	*0.0	1.8	0.1	1.3
20–49	*0.0	1.6	*0.0	2.0	*0.0	1.7	0.1	1.6
50 or more	*0.0	2.0	*0.0	2.6	*0.0	2.3	0.1	2.0

* Standard errors less than 0.05 are rounded to 0.0.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (Teacher Demand and Shortage Questionnaire), 1987–88, 1990–91, and 1993–94.

Table S26-3 Standard errors for table 26-3

Religious affiliation	English: Average years required	English: Percentage requiring 4 or more years	Mathematics: Average years required	Mathematics: Percentage requiring 3 or more years	Science: Average years required	Science: Percentage requiring 3 or more years	Core subjects: Average years required	Core subjects: Percentage meeting NCEE recommendations
				School year 1993–94				
Total	***0.0**	**0.3**	***0.0**	**2.2**	***0.0**	**2.5**	**0.1**	**2.5**
Catholic	*0.0	0.2	*0.0	1.9	*0.0	2.1	0.1	2.0
Other religious	*0.0	0.5	*0.0	3.0	*0.0	3.5	0.1	3.5
Non-secular	*0.0	0.4	0.1	3.7	0.1	4.3	0.2	4.4
				School year 1990–91				
Total	**0.1**	**1.4**	***0.0**	**1.6**	***0.0**	**2.3**	**0.2**	**2.1**
Catholic	*0.0	1.3	*0.0	3.7	*0.0	2.9	0.1	3.0
Other religious	0.1	2.8	0.1	2.3	0.1	3.2	0.3	3.0
Non-secular	0.1	3.6	0.1	4.8	0.1	4.4	0.2	4.0

* Standard errors less than 0.05 are rounded to 0.0.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (Private School Questionnaire), 1990–91 and 1993–94.

Table S30-1 Standard errors for table 30-1

October	Recent high school graduates not enrolled in college			Recent school dropouts		
	Total	Male	Female	Total	Male	Female
1960	2.7	4.0	3.6	4.7	6.6	6.4
1961	2.7	4.3	3.5	4.6	6.3	6.4
1962	2.6	3.6	3.6	5.0	7.5	5.8
1963	2.7	4.0	3.5	5.2	7.2	6.5
1964	2.5	3.4	3.3	3.5	5.1	4.1
1965	2.2	2.7	3.0	3.3	4.3	4.3
1966	2.3	3.1	3.0	3.6	4.7	4.8
1967	1.9	2.6	2.6	2.8	3.7	3.9
1968	1.9	2.7	2.5	2.8	3.8	3.8
1969	1.8	2.3	2.4	2.7	3.5	3.6
1970	1.9	2.4	2.6	2.6	3.6	3.5
1971	1.8	2.4	2.5	2.7	3.7	3.7
1972	1.7	2.3	2.5	2.8	3.8	3.6
1973	1.7	2.1	2.4	2.7	3.5	4.0
1974	1.7	2.3	2.4	2.7	3.5	3.7
1975	1.8	2.4	2.5	2.8	4.0	3.6
1976	1.7	2.3	2.6	2.8	3.7	3.7
1977	1.7	2.3	2.4	2.7	3.5	3.9
1978	1.6	2.2	2.4	2.7	3.4	3.9
1979	1.7	2.2	2.4	2.7	3.7	3.7
1980	1.8	2.4	2.6	2.8	3.7	4.1
1981	1.9	2.6	2.7	2.9	4.0	3.8
1982	2.0	2.7	2.8	3.1	4.3	4.3
1983	2.0	2.9	2.8	3.3	4.5	4.7
1984	2.1	2.9	2.9	3.3	4.5	4.6
1985	2.3	3.3	3.2	3.3	4.5	4.6
1986	2.1	3.0	2.9	3.4	4.6	4.8
1987	2.2	2.9	3.1	3.5	4.7	5.1
1988	2.4	3.2	3.5	3.7	4.9	5.2
1989	2.5	3.2	3.8	4.1	5.6	6.0
1990	2.5	3.3	3.8	4.1	5.6	5.8
1991	2.8	3.7	4.3	4.1	6.0	5.2
1992	2.7	3.5	4.0	4.0	6.0	5.1
1993	2.7	3.7	3.9	4.1	5.5	5.6
1994	2.4	3.2	3.6	3.5	4.8	4.4
1995	2.4	3.5	3.3	3.2	4.3	4.8
1996	2.5	3.4	3.9	3.5	5.1	4.7

SOURCE: U.S. Department of Labor, Bureau of Labor Statistics, *Labor Force Statistics Derived from the Current Population Survey: 1940–87*. U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table S30-2 Standard errors for table 30-2

October	Recent high school graduates not enrolled in college			Recent school dropouts		
	Low	Middle	High	Low	Middle	High
1972	4.4	2.3	3.3	5.3	3.5	—
1973	4.6	2.1	3.2	5.1	3.3	—
1974	—	—	—	—	—	—
1975	4.8	2.3	3.4	4.9	3.6	7.6
1976	5.7	2.2	3.2	5.0	3.5	8.4
1977	4.7	2.2	2.9	5.2	3.3	7.7
1978	4.9	2.1	2.9	5.3	3.5	6.9
1979	4.8	2.2	2.9	4.7	3.6	6.1
1980	4.6	2.2	3.4	4.6	3.8	7.4
1981	5.2	2.4	3.4	5.0	3.7	7.6
1982	4.9	2.3	3.9	4.6	3.9	—
1983	5.4	2.5	4.3	6.0	4.2	—
1984	4.9	2.6	4.4	5.0	4.4	—
1985	5.7	2.9	4.5	4.9	4.5	—
1986	4.8	2.7	4.1	5.6	4.5	—
1987	5.2	2.8	3.7	5.3	4.6	—
1988	5.5	2.7	4.0	5.2	4.5	—
1989	6.6	3.2	4.6	7.0	5.3	—
1990	7.2	3.2	6.1	6.7	5.6	—
1991	6.2	3.6	5.7	6.3	5.6	—
1992	6.0	3.2	6.3	5.6	5.4	—
1993	6.6	3.3	6.4	6.8	5.5	—
1994	5.9	3.2	6.1	5.8	5.0	—
1995	4.9	3.1	6.2	5.1	4.3	—
1996	5.4	3.3	5.7	5.9	4.7	—

— Not available

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table S30-3 Standard errors for table 30-3

Parents' highest education level	Percentage distribution	Recent high school completers not enrolled in college	Recent school dropouts
Total	—	**2.5**	**3.5**
Less than high school completion	1.5	7.7	7.3
High school completer	1.9	4.4	6.4
Some college and higher	2.0	4.1	6.7
Not available	1.6	5.8	7.4

— Not available

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table S30-4 Standard errors for table 30-4

October	Recent high school graduates not enrolled in college				Recent school dropouts			
	Total	White	Black	Hispanic	Total	White	Black	Hispanic
1972	1.7	1.8	5.7	(*)	2.8	3.4	6.4	(*)
1973	1.7	1.7	5.1	5.5	2.7	3.2	6.0	5.3
1974	1.7	1.8	5.8	5.5	2.7	3.2	5.6	5.2
1975	1.8	1.9	5.5	5.1	2.8	3.3	5.5	5.1
1976	1.7	1.8	5.8	4.9	2.8	3.2	5.5	5.2
1977	1.7	1.8	5.9	4.6	2.7	3.1	6.1	5.3
1978	1.6	1.7	5.6	4.5	2.7	3.3	5.1	5.3
1979	1.7	1.7	5.8	4.6	2.7	3.3	5.7	4.9
1980	1.8	1.8	5.2	4.9	2.8	3.5	5.5	4.8
1981	1.9	2.0	5.0	4.9	2.9	3.7	3.9	4.8
1982	2.0	2.1	4.7	5.1	3.1	3.8	5.4	5.2
1983	2.0	2.2	5.0	4.8	3.3	4.2	6.6	5.1
1984	2.1	2.3	5.0	5.1	3.3	4.1	6.9	4.9
1985	2.3	2.5	5.5	5.3	3.3	4.3	6.6	4.9
1986	2.1	2.3	5.1	5.2	3.4	4.5	8.6	5.1
1987	2.2	2.3	6.4	5.0	3.5	4.4	6.7	5.2
1988	2.4	2.6	6.1	6.2	3.7	4.7	6.8	6.8
1989	2.5	2.7	7.1	6.8	4.1	5.3	7.4	6.5
1990	2.5	2.8	6.4	6.1	4.1	5.3	8.7	6.2
1991	2.8	3.2	6.2	5.9	4.1	5.5	7.6	5.9
1992	2.7	3.0	6.1	5.9	4.0	5.3	—	6.2
1993	2.7	3.0	7.2	5.6	4.1	5.2	8.6	5.4
1994	2.4	2.7	6.3	4.9	3.5	4.7	7.7	4.6
1995	2.4	2.8	6.2	4.6	3.2	4.4	7.5	4.3
1996	2.5	3.0	6.0	(*)	3.5	4.8	6.4	(*)

— Not available

* Not applicable

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table S31-1 Standard errors for table 31-1

March	Male				Female			
	Grades 9–11	High school diploma	Some college	Bachelor's degree or higher	Grades 9–11	High school diploma	Some college	Bachelor's degree or higher
1971	1.0	0.4	0.7	0.5	1.0	0.5	0.8	0.7
1972	0.9	0.4	0.6	0.4	1.0	0.4	0.7	0.6
1973	0.9	0.4	0.6	0.4	0.9	0.4	0.6	0.5
1974	0.9	0.4	0.6	0.4	1.0	0.4	0.6	0.5
1975	1.4	0.6	0.7	0.4	1.2	0.5	0.8	0.5
1976	1.3	0.5	0.6	0.4	1.1	0.5	0.7	0.5
1977	1.3	0.5	0.6	0.4	1.2	0.5	0.7	0.5
1978	1.2	0.5	0.5	0.3	1.2	0.5	0.6	0.4
1979	1.3	0.4	0.5	0.3	1.1	0.4	0.5	0.5
1980	1.3	0.5	0.6	0.3	1.2	0.4	0.6	0.4
1981	1.3	0.5	0.6	0.3	1.2	0.5	0.5	0.4
1982	1.5	0.6	0.7	0.4	1.4	0.5	0.6	0.5
1983	1.6	0.7	0.8	0.4	1.5	0.5	0.6	0.5
1984	1.5	0.6	0.6	0.4	1.4	0.5	0.6	0.4
1985	1.3	0.5	0.5	0.4	1.4	0.5	0.6	0.4
1986	1.4	0.5	0.5	0.3	1.4	0.5	0.6	0.4
1987	1.3	0.5	0.5	0.4	1.4	0.4	0.5	0.3
1988	1.3	0.5	0.5	0.4	1.4	0.4	0.5	0.4
1989	1.3	0.5	0.5	0.4	1.4	0.4	0.5	0.4
1990	1.3	0.4	0.5	0.3	1.4	0.4	0.5	0.3
1991	1.4	0.5	0.6	0.4	1.4	0.5	0.5	0.4
1992	1.5	0.6	0.6	0.4	1.4	0.5	0.5	0.4
1993	1.5	0.6	0.6	0.4	1.5	0.5	0.5	0.4
1994	1.3	0.5	0.6	0.4	1.4	0.5	0.5	0.4
1995	1.3	0.5	0.5	0.4	1.4	0.5	0.5	0.4
1996	1.3	0.6	0.6	0.4	1.5	0.6	0.4	0.3
1997	1.3	0.5	0.5	0.3	1.7	0.5	0.5	0.3

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

Table S31-2 Standard errors for table 31-2

	Male				Female			
March	Grades 9–11	High school diploma	Some college	Bachelor's degree or higher	Grades 9–11	High school diploma	Some college	Bachelor's degree or higher
1971	1.2	0.5	1.0	0.8	1.5	0.9	1.7	1.8
1972	1.1	0.5	0.9	0.7	1.5	0.9	1.7	1.6
1973	1.1	0.5	1.0	0.7	1.5	0.9	1.6	1.6
1974	1.1	0.5	0.9	0.6	1.6	0.9	1.5	1.4
1975	1.5	0.6	0.9	0.6	1.5	0.9	1.5	1.3
1976	1.5	0.6	0.8	0.6	1.6	0.9	1.4	1.3
1977	1.5	0.6	0.8	0.6	1.6	0.9	1.3	1.2
1978	1.5	0.6	0.7	0.6	1.7	0.9	1.3	1.2
1979	1.5	0.6	0.7	0.5	1.7	0.9	1.2	1.1
1980	1.5	0.6	0.7	0.5	1.7	0.8	1.2	1.0
1981	1.5	0.6	0.7	0.5	1.7	0.8	1.1	1.0
1982	1.7	0.7	0.9	0.6	1.7	0.8	1.1	1.0
1983	1.8	0.8	0.9	0.6	1.7	0.8	1.1	1.0
1984	1.7	0.6	0.8	0.6	1.8	0.8	1.1	0.9
1985	1.6	0.6	0.7	0.6	1.8	0.8	1.1	0.9
1986	1.6	0.6	0.7	0.5	1.8	0.8	1.1	0.9
1987	1.5	0.6	0.8	0.6	1.8	0.8	1.0	0.9
1988	1.6	0.6	0.8	0.6	2.0	0.8	1.1	1.0
1989	1.6	0.6	0.8	0.6	2.0	0.8	1.1	0.9
1990	1.5	0.6	0.8	0.6	1.9	0.8	1.0	0.9
1991	1.7	0.6	0.8	0.6	1.8	0.8	1.1	0.9
1992	1.7	0.7	0.8	0.7	1.8	0.9	1.0	0.9
1993	1.7	0.7	0.8	0.6	1.9	0.9	0.9	0.9
1994	1.6	0.7	0.7	0.6	1.9	0.9	0.9	0.9
1995	1.7	0.7	0.7	0.6	2.0	0.9	0.9	0.9
1996	1.7	0.7	0.8	0.6	2.1	1.0	0.9	0.9
1997	1.7	0.8	0.7	0.6	2.1	1.0	1.0	0.9

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

Table S32-1 Standard errors for table 32-1

Year	Male				Female			
	Total	White	Black	Hispanic	Total	White	Black	Hispanic
				All wage and salary workers				
1970	$729	$803	—	—	$799	$1,302	$2,107	—
1971	679	791	$2,393	—	507	1,126	1,544	—
1972	634	739	3,861	—	587	978	1,506	—
1973	611	724	2,632	—	605	763	3,114	—
1974	566	700	3,241	—	589	741	1,394	—
1975	608	764	2,967	—	485	598	983	—
1976	562	639	3,261	—	518	678	2,419	—
1977	594	685	2,719	—	523	669	1,992	—
1978	492	587	3,037	$5,321	527	631	1,687	—
1979	465	532	2,936	3,679	349	423	1,217	—
1980	543	624	2,040	3,666	374	454	1,517	—
1981	461	538	2,801	4,196	495	609	1,942	$2,700
1982	412	506	2,310	2,912	460	567	1,151	2,643
1983	466	581	2,439	3,435	352	454	966	2,901
1984	733	837	1,696	2,854	349	423	1,487	2,601
1985	392	484	2,756	3,514	447	556	1,202	2,788
1986	456	532	2,348	3,504	468	592	1,400	2,101
1987	564	800	2,456	3,550	410	543	927	1,564
1988	852	960	1,008	2,929	351	452	909	2,734
1989	649	619	1,450	5,304	326	393	1,201	2,590
1990	621	576	1,270	2,940	498	609	1,691	2,315
1991	378	397	2,048	2,820	478	524	1,064	2,448
1992	370	901	3,554	2,792	395	393	1,624	2,090
1993	407	870	1,027	2,403	396	441	1,602	1,969
1994	501	924	1,502	2,224	324	360	1,785	1,865
1995	617	858	1,588	2,313	321	356	1,583	1,750
1996	649	480	1,923	2,331	292	323	1,358	1,495

Table S32-1 Standard errors for table 32-1—Continued

Year	Male				Female			
	Total	White	Black	Hispanic	Total	White	Black	Hispanic
				Year-round, full-time wage and salary workers				
1970	$690	$772	—	—	$675	$803	—	—
1971	665	772	—	—	623	743	$1,852	—
1972	607	703	$3,977	—	598	717	1,880	—
1973	834	970	2,322	—	574	659	2,852	—
1974	673	774	2,936	—	486	559	1,556	—
1975	677	787	2,996	—	517	633	1,095	—
1976	537	628	3,842	—	441	522	2,032	—
1977	481	699	2,660	—	440	562	972	—
1978	485	577	2,253	—	391	461	1,742	—
1979	528	630	3,105	—	562	656	1,641	—
1980	498	572	1,453	$3,777	468	562	1,728	—
1981	482	592	2,509	5,478	384	464	1,490	—
1982	667	780	2,170	2,741	350	494	762	—
1983	598	644	2,040	1,865	437	517	947	$1,715
1984	443	502	1,654	5,192	531	663	1,980	2,502
1985	604	992	1,412	2,929	352	461	1,555	2,740
1986	774	817	2,383	3,152	365	455	1,406	1,910
1987	420	495	2,295	2,009	332	651	742	1,884
1988	448	515	2,696	2,843	578	709	835	2,613
1989	515	847	1,613	4,614	425	532	1,189	2,872
1990	397	602	1,266	2,932	381	478	900	2,315
1991	660	600	2,368	3,362	407	553	1,506	1,861
1992	403	434	2,302	1,565	522	616	1,159	1,705
1993	454	522	1,677	3,249	536	482	1,394	1,443
1994	402	432	1,403	3,152	564	471	918	1,958
1995	464	787	1,123	2,730	489	437	1,217	2,008
1996	673	979	3,106	2,506	428	437	1,063	2,034

— Not available.

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

Table S32-2 Standard errors for table 32-2

	Male				Female			
Year	Total	White	Black	Hispanic	Total	White	Black	Hispanic
				All wage and salary workers				
1970	$655	$709	$1,206	$1,528	$787	$839	$1,034	—
1971	541	672	1,556	2,422	583	858	1,801	—
1972	755	844	2,017	2,174	529	882	1,242	—
1973	730	976	1,517	2,527	429	961	1,073	—
1974	684	845	2,479	1,945	642	840	1,030	$3,198
1975	757	972	1,775	2,578	420	761	977	—
1976	655	998	1,771	2,320	641	881	1,205	1,840
1977	803	983	1,626	2,331	728	874	1,537	1,959
1978	788	980	1,129	3,284	338	681	1,273	2,016
1979	700	985	1,846	1,565	622	990	1,084	1,805
1980	588	909	709	1,517	649	880	1,563	1,666
1981	555	791	1,363	2,539	460	699	901	1,898
1982	552	706	1,491	2,057	581	725	1,271	1,760
1983	542	867	1,548	2,190	570	772	725	2,040
1984	497	712	736	1,892	573	745	1,952	1,715
1985	417	1,009	889	1,361	547	852	800	1,606
1986	484	1,134	894	1,727	545	626	947	2,340
1987	609	823	1,220	677	550	701	923	1,353
1988	638	830	1,057	905	479	757	1,010	1,637
1989	633	741	1,375	1,346	689	868	1,310	1,438
1990	609	711	906	1,750	579	805	1,125	1,343
1991	683	898	885	1,262	664	826	1,974	1,161
1992	640	677	1,186	689	497	629	1,876	1,220
1993	658	567	1,438	421	425	711	2,037	1,094
1994	583	656	1,648	644	615	829	2,086	1,251
1995	439	670	872	1,113	375	822	1,079	651
1996	446	872	1,370	885	571	824	1,574	1,285

Table S32-2 Standard errors for table 32-2—Continued

Year	Male				Female			
	Total	White	Black	Hispanic	Total	White	Black	Hispanic
	Year-round, full-time wage and salary workers							
1970	$633	$815	$1,227	$1,823	$671	$924	$1,396	—
1971	534	807	2,574	2,497	660	867	1,511	—
1972	775	897	1,212	3,115	827	1,169	1,387	—
1973	899	1,023	1,572	—	772	936	2,021	—
1974	694	1,074	2,035	—	686	971	1,798	—
1975	786	975	2,321	—	916	1,028	2,617	—
1976	781	1,049	1,823	2,443	956	1,207	697	—
1977	770	865	2,061	—	645	913	2,323	—
1978	710	1,148	2,557	3,316	748	1,163	1,531	—
1979	1,092	1,272	1,244	2,180	726	1,125	1,952	—
1980	984	1,211	1,572	2,390	757	1,117	2,278	—
1981	922	1,004	1,597	2,157	728	850	—	—
1982	1,130	1,096	2,660	2,068	695	1,269	1,278	—
1983	878	922	2,485	2,563	863	1,291	—	—
1984	898	1,045	999	2,101	880	1,133	808	—
1985	645	921	1,374	2,255	676	963	—	—
1986	581	812	941	1,495	496	847	847	—
1987	626	919	1,322	1,626	553	738	—	—
1988	611	983	1,990	1,660	594	699	2,577	—
1989	610	817	1,024	1,086	571	1,068	—	$1,160
1990	595	1,066	1,178	1,047	708	1,115	—	1,225
1991	648	713	1,198	927	448	787	1,244	—
1992	741	785	1,433	844	851	989	1,767	—
1993	754	751	2,502	1,038	830	970	—	1,493
1994	768	866	2,050	977	668	889	—	787
1995	727	858	1,847	1,025	646	698	1,323	481
1996	756	574	1,604	634	766	1,515	—	1,283

— Not available

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

Table S32-3 Standard errors for table 32-3

Year	Male				Female			
	Total	White	Black	Hispanic	Total	White	Black	Hispanic
					All wage and salary workers			
1970	$354	$401	$1,131	$1,584	$446	$574	$1,210	$3,145
1971	399	444	1,129	1,831	453	570	1,495	2,107
1972	355	412	806	1,522	416	599	1,238	2,008
1973	372	441	1,402	2,225	385	556	985	1,298
1974	349	418	1,459	3,966	361	442	1,172	2,337
1975	363	433	1,230	2,171	383	528	1,130	1,222
1976	350	413	1,381	2,021	366	481	1,001	1,560
1977	388	548	1,460	2,021	355	461	872	1,493
1978	568	666	1,572	2,323	303	410	721	1,325
1979	456	455	1,027	1,339	332	443	806	1,357
1980	324	378	859	1,619	298	392	724	1,481
1981	335	415	1,104	1,814	276	361	850	898
1982	327	400	772	1,850	297	409	771	1,087
1983	330	400	672	1,652	292	365	706	1,160
1984	792	519	712	1,282	258	334	697	1,085
1985	318	493	742	1,253	236	303	744	1,139
1986	344	474	622	1,516	221	278	847	1,141
1987	401	436	952	1,297	224	291	596	967
1988	357	368	635	1,076	225	297	538	1,040
1989	257	303	782	890	224	294	664	757
1990	314	336	503	969	205	292	534	769
1991	294	320	752	950	226	369	582	1,240
1992	341	328	850	916	316	486	652	987
1993	257	300	468	689	335	437	749	797
1994	267	301	746	1,041	327	432	562	828
1995	271	477	752	952	390	431	309	636
1996	318	451	1,114	1,340	333	414	448	835

Table S32-3 Standard errors for table 32-3—Continued

	Male				Female			
Year	Total	White	Black	Hispanic	Total	White	Black	Hispanic
	Year-round, full-time wage and salary workers							
1970	$358	$438	$1,090	$1,657	$391	$461	$1,481	—
1971	363	416	1,414	2,888	319	386	1,133	—
1972	346	473	916	1,737	405	513	1,327	$2,122
1973	365	434	1,750	1,802	373	494	814	2,581
1974	350	420	1,466	1,752	347	421	1,346	1,292
1975	364	437	1,464	2,039	297	377	865	1,413
1976	391	564	1,600	1,980	336	422	879	1,707
1977	479	388	1,300	1,811	339	335	768	1,255
1978	450	487	1,970	2,925	346	454	879	1,632
1979	377	453	1,380	2,982	267	348	757	1,509
1980	327	397	1,526	2,085	233	283	832	1,165
1981	439	497	1,036	1,919	228	280	781	1,079
1982	446	533	1,187	1,322	240	308	713	1,651
1983	434	480	1,122	1,487	345	433	642	1,383
1984	332	399	1,030	2,290	333	429	582	1,338
1985	364	418	770	1,315	337	412	699	2,213
1986	322	395	1,320	1,278	333	399	897	987
1987	301	376	1,088	1,520	247	305	918	1,400
1988	299	475	632	1,597	253	334	917	1,179
1989	258	519	816	1,392	230	280	1,096	1,453
1990	268	563	488	918	236	283	993	1,160
1991	375	467	761	1,490	281	355	780	1,042
1992	397	451	677	1,253	384	479	690	1,442
1993	330	467	1,384	957	362	401	848	774
1994	349	368	1,018	997	402	441	921	1,165
1995	415	378	799	801	391	426	665	689
1996	274	304	653	783	397	430	669	1,366

— Not available.

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

351

Table S32-4 Standard errors for table 32-4

Year	Male				Female			
	Total	White	Black	Hispanic	Total	White	Black	Hispanic
	All wage and salary workers							
1970	$639	$772	$2,635	—	$955	$1,579	$2,219	—
1971	683	814	2,943	—	720	1,363	2,422	—
1972	627	805	2,506	$3,893	828	1,124	1,933	—
1973	581	695	1,971	3,156	712	1,001	1,765	—
1974	491	585	2,110	2,957	613	728	1,502	—
1975	522	628	2,132	2,937	558	689	2,051	—
1976	569	682	1,850	3,318	562	749	1,306	$2,462
1977	597	743	1,714	2,402	492	659	1,172	3,422
1978	634	777	2,070	2,047	533	620	1,372	2,921
1979	467	556	1,539	3,841	437	523	1,411	2,670
1980	438	526	1,410	2,463	433	507	1,090	2,752
1981	435	600	1,482	3,233	339	429	963	1,854
1982	488	602	1,527	2,659	327	412	949	1,557
1983	533	653	1,344	2,226	375	488	1,002	1,751
1984	529	526	1,949	2,596	331	409	940	1,734
1985	400	467	1,257	2,918	345	572	831	1,568
1986	458	576	1,649	2,426	492	702	1,028	1,950
1987	417	492	966	2,369	447	551	1,515	1,654
1988	440	748	1,387	2,125	462	495	1,464	1,951
1989	489	540	1,279	1,814	377	496	1,015	1,890
1990	564	838	1,299	1,330	328	425	1,387	1,109
1991	564	587	1,193	1,236	350	407	984	1,352
1992	485	677	1,538	1,226	331	386	1,126	1,564
1993	431	496	1,025	1,683	304	375	1,014	901
1994	508	409	837	1,169	330	373	893	1,572
1995	500	381	982	1,169	323	414	938	1,146
1996	316	385	1,107	1,166	367	466	572	1,143

Table S32-4 Standard errors for table 32-4—Continued

Year	Male				Female			
	Total	White	Black	Hispanic	Total	White	Black	Hispanic
Year-round, full-time wage and salary workers								
1970	$621	$793	$2,144	—	$645	$813	$1,887	—
1971	687	811	2,428	—	773	948	—	—
1972	647	756	2,052	—	660	774	—	—
1973	543	656	2,169	$3,029	508	656	1,354	—
1974	476	576	1,949	2,094	640	787	2,114	—
1975	643	763	1,680	3,283	475	645	1,025	—
1976	576	673	2,466	3,757	459	619	996	—
1977	611	678	1,492	2,916	465	573	910	—
1978	468	569	1,793	3,136	469	586	1,389	—
1979	468	556	1,508	2,945	408	504	1,252	—
1980	539	645	1,472	2,450	296	363	889	$2,753
1981	579	627	1,454	3,524	427	567	929	2,416
1982	441	531	1,674	2,602	435	566	1,343	1,840
1983	437	515	1,436	2,020	420	540	1,447	2,208
1984	405	789	2,115	2,500	364	448	737	1,300
1985	605	789	1,201	2,905	351	443	975	1,715
1986	672	815	1,203	2,108	343	436	938	1,166
1987	653	814	1,877	2,293	420	561	1,016	1,391
1988	604	690	1,598	1,684	575	735	1,289	3,356
1989	436	584	1,348	3,002	454	643	836	2,419
1990	394	502	1,390	2,178	361	429	1,133	1,617
1991	360	381	1,151	1,629	304	344	850	1,147
1992	362	397	1,577	1,851	313	355	1,016	1,597
1993	337	371	1,459	1,594	285	331	751	1,225
1994	315	476	1,704	1,236	320	388	690	1,206
1995	334	490	982	1,232	251	303	605	1,206
1996	561	685	894	953	292	515	518	711

— Not available.

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

Table S32-5 Standard errors for table 32-5

Year	Grades 9-11		Some college		Bachelor's degree or higher	
	Male	Female	Male	Female	Male	Female
1970	0.02	0.05	0.02	0.06	0.02	0.06
1971	0.02	0.04	0.02	0.05	0.02	0.05
1972	0.02	0.03	0.02	0.05	0.02	0.05
1973	0.02	0.03	0.02	0.05	0.02	0.05
1974	0.02	0.05	0.02	0.05	0.02	0.06
1975	0.03	0.03	0.02	0.05	0.02	0.06
1976	0.02	0.04	0.02	0.05	0.02	0.05
1977	0.03	0.05	0.02	0.04	0.02	0.05
1978	0.03	0.02	0.03	0.04	0.03	0.05
1979	0.02	0.04	0.02	0.04	0.02	0.04
1980	0.02	0.04	0.02	0.04	0.02	0.04
1981	0.02	0.03	0.02	0.03	0.02	0.04
1982	0.02	0.04	0.02	0.03	0.02	0.05
1983	0.02	0.04	0.02	0.04	0.02	0.04
1984	0.03	0.04	0.04	0.03	0.05	0.04
1985	0.02	0.04	0.02	0.03	0.02	0.04
1986	0.02	0.04	0.02	0.04	0.03	0.04
1987	0.03	0.04	0.02	0.03	0.03	0.04
1988	0.03	0.03	0.02	0.04	0.04	0.03
1989	0.03	0.05	0.02	0.03	0.03	0.04
1990	0.03	0.04	0.03	0.03	0.03	0.04
1991	0.03	0.05	0.03	0.03	0.02	0.04
1992	0.03	0.04	0.03	0.04	0.03	0.05
1993	0.03	0.03	0.02	0.04	0.03	0.05
1994	0.03	0.04	0.03	0.03	0.03	0.05
1995	0.02	0.03	0.03	0.04	0.03	0.06
1996	0.02	0.04	0.02	0.04	0.04	0.05

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

Table S33-1 Standard errors for table 33-1

Major field of study, sex, and race/ethnicity	1977	1980	1984	1986	1990	1993
All graduates	**$324**	**$273**	**$230**	**$153**	**$175**	**$249**
Major field of study						
Humanities and social and behavioral sciences	426	304	399	301	339	297
Humanities	884	417	623	397	617	500
Social and behavioral sciences	435	378	581	496	404	350
Natural and computer sciences and engineering	947	936	591	454	609	583
Natural sciences	789	960	793	604	808	517
Computer sciences and engineering	632	568	430	409	425	636
Technical/professional	393	300	260	169	210	285
Education	260	222	439	309	409	362
Business	311	401	338	224	419	539
Other professional or technical	733	503	426	328	551	581
Sex						
Male	215	398	344	203	379	390
Female	251	209	289	199	234	233
Race/ethnicity						
White	343	290	243	165	186	275
Black	1,177	771	1,141	815	783	856
Hispanic	1,739	3,401	1,356	706	934	731
Asian/Pacific Islander	2,988	2,337	1,463	925	1,086	1,045
American Indian/Alaskan Native	—	—	—	2,050	1,841	2,104

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Recent College Graduate Surveys (1977–90) and 1993 Baccalaureate and Beyond Longitudinal Study, First Follow-up (B&B:93/94).

Table S34-1 Standard errors for table 34-1

Year	Years of school completed: All levels	Less than 9 years	9–11 years	12 years	13–15 years	16 years or more
Male						
1972	0.1	0.9	0.6	0.2	0.3	0.2
1973	0.2	1.0	0.6	0.2	0.3	0.1
1974	0.1	1.0	0.7	0.2	0.3	0.2
1975	0.1	1.0	0.6	0.2	0.3	—
1976	0.1	1.0	0.7	0.2	0.3	0.1
1977	0.1	1.0	0.7	0.2	0.1	0.1
1978	0.1	1.0	0.7	0.2	0.2	0.1
1979	0.1	1.0	0.7	0.2	0.2	0.1
1980	0.1	1.0	0.6	0.2	0.3	0.1
1981	0.1	1.0	0.8	0.2	0.2	0.1
1982	0.1	1.0	0.7	0.2	0.2	0.1
1983	0.1	0.9	0.8	0.2	0.2	0.1
1984	0.1	1.0	0.8	0.2	0.2	0.1
1985	0.1	1.0	0.7	0.2	0.2	0.1
1986	0.1	0.7	0.7	0.2	0.2	0.1
1987	0.1	1.1	0.6	0.2	0.3	0.1
1988	0.1	1.1	0.6	0.2	0.2	—
1989	0.1	0.7	0.7	0.2	0.2	0.1
1990	0.1	0.7	0.6	0.2	0.1	0.1
1991	0.1	0.7	0.5	0.2	0.2	0.1
1992	0.1	0.8	0.8	0.2	0.2	0.1
1993	0.1	0.9	0.6	0.2	0.2	0.1
1994	0.1	0.8	0.6	0.2	0.2	—
1995	0.1	0.8	0.5	0.2	0.2	0.1
1996	0.1	0.5	0.5	0.2	0.1	0.1
Female						
1972	0.3	1.6	1.0	0.3	0.4	—
1973	0.3	1.7	1.1	0.4	0.4	0.3
1974	0.3	1.9	1.1	0.4	0.5	0.2
1975	0.3	1.7	1.1	0.4	0.4	0.2
1976	0.3	1.8	1.2	0.4	0.4	0.2
1977	0.3	1.7	1.2	0.4	0.5	0.1
1978	0.3	1.7	1.2	0.4	0.5	0.2
1979	0.3	1.8	1.2	0.4	0.4	0.2
1980	0.3	2.0	1.3	0.4	0.4	0.2
1981	0.3	1.9	1.3	0.4	0.5	0.2
1982	0.3	1.8	1.4	0.4	0.4	0.1
1983	0.3	2.0	1.4	0.4	0.4	0.1
1984	0.3	2.2	1.4	0.4	0.4	0.2
1985	0.3	2.1	1.4	0.4	0.4	0.2
1986	0.3	2.1	1.4	0.4	0.4	0.1
1987	0.3	2.3	1.6	0.4	0.4	0.2
1988	0.3	2.0	1.5	0.4	0.4	0.1
1989	0.3	1.9	1.5	0.4	0.4	0.2
1990	0.3	2.0	1.5	0.5	0.4	0.2
1991	0.3	2.3	1.5	0.5	0.4	0.2
1992	0.3	2.4	1.7	0.6	0.5	0.2
1993	0.3	2.3	1.7	0.6	0.5	0.2
1994	0.3	2.2	1.7	0.6	0.5	0.2
1995	0.3	2.1	1.6	0.6	0.5	0.1
1996	0.3	2.1	1.7	0.5	0.5	0.2

— Not available.

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

Table S34-2 Standard errors for table 34-2

Year	All levels	Less than 9 years	9–11 years	12 years	13–15 years	16 years or more
				Years of school completed		
			White			
1972	0.1	1.0	0.6	0.2	0.2	0.1
1973	0.1	1.2	0.6	0.2	0.2	0.1
1974	0.1	1.3	0.7	0.2	0.2	0.2
1975	0.1	1.1	0.7	0.2	0.2	0.1
1976	0.1	1.1	0.7	0.2	0.2	0.1
1977	0.1	1.2	0.7	0.2	0.2	0.1
1978	0.1	1.3	0.8	0.2	0.2	0.1
1979	0.1	1.3	0.8	0.2	0.2	0.1
1980	0.1	1.5	0.8	0.2	0.2	0.1
1981	0.1	1.4	0.9	0.2	0.3	0.1
1982	0.1	1.4	0.9	0.2	0.2	0.1
1983	0.1	1.6	0.9	0.2	0.2	0.1
1984	0.1	1.7	0.9	0.2	0.2	0.1
1985	0.1	1.8	0.9	0.2	0.2	0.1
1986	0.1	1.7	0.9	0.2	0.2	0.1
1987	0.1	1.8	0.8	0.2	0.3	0.1
1988	0.1	1.9	0.9	0.2	0.2	0.1
1989	0.1	1.8	0.8	0.2	0.2	0.1
1990	0.2	1.8	0.9	0.2	0.2	0.1
1991	0.2	2.2	1.0	0.3	0.3	0.1
1992	0.2	2.3	1.1	0.3	0.3	0.1
1993	0.2	2.5	1.1	0.3	0.3	0.1
1994	0.2	2.4	1.1	0.3	0.3	0.1
1995	0.1	1.7	0.9	0.3	0.3	0.1
1996	0.1	2.0	1.0	0.3	0.3	0.1
			Black			
1972	0.9	3.4	2.2	1.4	2.1	0.0
1973	0.9	3.6	2.4	1.3	1.4	—
1974	0.9	4.1	2.4	1.2	1.7	1.3
1975	0.9	3.9	2.6	1.1	1.6	0.0
1976	0.9	4.1	2.4	1.2	1.6	1.0
1977	0.9	4.0	2.5	1.3	1.5	—
1978	0.8	4.0	2.4	1.2	1.7	1.0
1979	0.8	4.1	2.4	1.2	1.4	0.9
1980	0.8	4.5	2.4	1.2	1.4	0.9
1981	0.8	4.8	2.7	1.3	1.3	1.0
1982	0.8	4.1	2.5	1.2	1.4	0.7
1983	0.8	3.7	2.5	1.1	1.4	1.0
1984	0.7	4.8	2.6	1.1	1.4	1.2
1985	0.7	4.3	2.7	1.0	1.4	0.6
1986	0.8	5.3	2.4	1.0	1.0	0.8
1987	0.7	5.8	2.7	1.1	1.3	—
1988	0.7	6.1	2.6	1.0	1.2	0.6
1989	0.7	4.7	2.7	1.0	1.2	0.5
1990	0.7	4.9	2.6	1.1	1.2	1.0
1991	0.8	5.5	2.5	1.1	1.0	—
1992	0.9	6.8	3.2	1.3	1.3	0.8
1993	0.9	7.6	3.1	1.4	1.3	1.1
1994	0.9	8.7	3.2	1.3	1.4	0.9
1995	0.7	7.8	2.9	1.2	1.2	0.7
1996	0.7	6.9	2.8	1.1	1.1	1.1

Table S34-2 Standard errors for table 34-2—Continued

Year	Years of school completed: All levels	Less than 9 years	9–11 years	12 years	13–15 years	16 years or more
			Hispanic			
1972	1.2	2.7	2.9	1.4	2.6	—
1973	1.2	2.4	3.9	1.7	1.6	0.0
1974	1.1	2.8	3.5	1.5	1.8	—
1975	1.2	2.8	3.1	1.4	1.6	0.0
1976	1.1	2.8	3.4	1.6	1.6	—
1977	1.1	2.4	3.2	1.8	2.1	—
1978	1.0	2.1	3.5	1.8	1.9	—
1979	1.0	2.3	3.2	1.5	1.5	0.0
1980	0.9	2.1	3.3	1.4	1.8	—
1981	0.9	2.0	3.1	1.3	1.6	1.8
1982	0.8	2.1	3.1	1.4	1.8	—
1983	0.7	1.7	2.7	1.2	1.5	1.2
1984	0.7	1.8	2.1	1.1	1.3	1.2
1985	0.7	1.7	2.2	1.0	1.3	0.7
1986	0.7	1.6	2.0	1.1	1.0	—
1987	0.6	2.0	2.3	1.2	1.1	0.8
1988	0.6	1.4	2.2	1.0	0.9	0.8
1989	0.6	1.1	2.0	0.9	1.3	0.8
1990	0.7	1.4	1.9	1.0	1.1	0.7
1991	0.6	1.5	2.1	1.1	1.1	—
1992	0.7	1.6	2.4	1.3	1.2	0.7
1993	0.7	1.5	2.1	1.3	1.2	—
1994	0.6	1.4	1.8	1.1	1.2	1.1
1995	0.4	1.1	1.2	0.8	0.9	0.3
1996	0.4	1.1	1.2	0.7	0.8	0.4

— Not available

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

Table S34-3 Standard errors for table 34-3

Year	Years of school completed					
	All levels	Less than 9 years	9–11 years	12 years	13–15 years	16 years or more
			Northeast			
1972	0.4	2.4	1.7	0.5	0.5	0.2
1973	0.4	2.3	1.7	0.5	0.4	0.3
1974	0.3	2.5	1.7	0.5	0.7	0.4
1975	0.4	2.5	1.8	0.5	0.6	—
1976	0.4	2.5	1.9	0.5	0.6	0.3
1977	0.3	2.8	1.9	0.5	0.6	0.3
1978	0.4	2.9	2.1	0.5	0.6	0.2
1979	0.4	3.0	2.1	0.5	0.6	0.2
1980	0.4	3.1	2.0	0.6	0.7	0.2
1981	0.4	3.4	2.3	0.6	0.7	0.3
1982	0.4	3.2	2.3	0.5	0.6	0.2
1983	0.4	3.4	2.4	0.6	0.6	0.2
1984	0.4	4.0	2.6	0.6	0.6	0.3
1985	0.3	4.0	2.5	0.6	0.6	0.2
1986	0.4	3.5	2.3	0.6	0.5	0.1
1987	0.3	4.1	2.3	0.6	0.6	0.2
1988	0.3	3.9	2.4	0.5	0.6	0.2
1989	0.4	3.1	2.3	0.5	0.5	0.2
1990	0.4	3.1	2.6	0.6	0.7	0.2
1991	0.4	3.4	2.4	0.7	0.6	0.2
1992	0.4	3.7	2.2	0.6	0.6	0.2
1993	0.4	4.1	2.2	0.6	0.6	0.2
1994	0.4	3.6	2.3	0.6	0.7	0.2
1995	0.4	3.6	2.3	0.6	0.7	0.2
1996	0.4	3.2	2.5	0.7	0.8	0.3
			Midwest			
1972	0.3	1.9	1.3	0.4	0.5	—
1973	0.3	2.4	1.3	0.4	0.5	0.2
1974	0.3	3.0	1.4	0.4	0.5	0.3
1975	0.3	2.8	1.5	0.4	0.5	0.2
1976	0.3	3.1	1.5	0.5	0.5	0.2
1977	0.3	2.3	1.6	0.5	0.4	0.1
1978	0.3	2.7	1.6	0.4	0.5	0.2
1979	0.3	3.2	1.6	0.4	0.4	0.2
1980	0.3	3.2	1.9	0.5	0.6	0.3
1981	0.3	3.0	1.9	0.5	0.6	0.2
1982	0.3	3.3	2.1	0.5	0.6	—
1983	0.3	3.7	2.1	0.5	0.6	0.2
1984	0.3	3.9	2.0	0.5	0.6	0.3
1985	0.3	3.4	1.7	0.5	0.6	0.2
1986	0.4	4.5	1.8	0.5	0.6	0.2
1987	0.3	4.5	1.9	0.5	0.6	—
1988	0.3	3.7	1.9	0.5	0.5	0.2
1989	0.3	3.4	2.0	0.5	0.6	0.2
1990	0.3	3.8	1.9	0.5	0.6	0.2
1991	0.4	3.9	2.0	0.6	0.6	0.2
1992	0.4	3.5	2.2	0.6	0.6	0.2
1993	0.4	3.4	2.2	0.7	0.6	0.1
1994	0.4	3.1	2.3	0.7	0.7	0.2
1995	0.3	2.9	2.3	0.6	0.6	0.2
1996	0.3	—	1.9	0.6	0.6	0.2

Table S34-3 Standard errors for table 34-3—Continued

Year	Years of school completed					
	All levels	Less than 9 years	9–11 years	12 years	13–15 years	16 years or more
South						
1972	0.2	1.2	0.8	0.3	0.3	0.0
1973	0.3	1.3	0.9	0.3	0.3	—
1974	0.2	1.5	1.0	0.3	0.3	0.2
1975	0.2	1.4	1.0	0.3	0.3	0.0
1976	0.2	1.3	1.0	0.3	0.3	0.1
1977	0.2	1.4	1.0	0.3	0.3	—
1978	0.2	1.4	1.1	0.3	0.4	—
1979	0.2	1.3	1.0	0.3	0.4	0.1
1980	0.2	1.5	1.0	0.3	0.3	0.1
1981	0.2	1.5	1.1	0.3	0.3	0.1
1982	0.2	1.3	0.9	0.3	0.3	—
1983	0.2	1.4	1.0	0.3	0.3	—
1984	0.2	1.4	0.9	0.3	0.4	0.2
1985	0.2	1.3	1.1	0.3	0.4	0.1
1986	0.2	1.5	1.0	0.3	0.3	0.2
1987	0.2	1.8	1.1	0.4	0.3	—
1988	0.2	1.7	1.1	0.3	0.4	0.1
1989	0.2	1.5	1.1	0.3	0.4	0.1
1990	0.2	1.4	1.1	0.4	0.3	0.1
1991	0.3	1.8	1.2	0.4	0.3	0.1
1992	0.3	1.8	1.4	0.5	0.4	0.2
1993	0.3	1.6	1.2	0.5	0.4	0.2
1994	0.3	1.7	1.3	0.5	0.5	0.2
1995	0.2	1.8	1.2	0.4	0.4	0.1
1996	0.2	1.7	1.2	0.4	0.4	0.1
West						
1972	0.4	2.5	1.8	0.6	0.7	0.5
1973	0.4	2.2	2.0	0.6	0.7	0.4
1974	0.3	2.4	2.0	0.6	0.6	0.4
1975	0.3	2.2	1.7	0.6	0.4	0.3
1976	0.3	2.6	1.8	0.6	0.6	0.3
1977	0.3	2.2	1.8	0.7	0.5	0.2
1978	0.3	1.6	1.9	0.6	0.5	0.2
1979	0.3	1.9	1.9	0.6	0.5	0.3
1980	0.3	2.1	2.2	0.6	0.5	0.2
1981	0.3	2.1	2.1	0.6	0.5	0.3
1982	0.3	1.9	2.1	0.6	0.4	0.2
1983	0.3	1.8	2.1	0.5	0.5	0.1
1984	0.3	2.0	2.1	0.5	0.4	0.3
1985	0.3	1.7	1.8	0.5	0.5	0.3
1986	0.3	1.6	1.9	0.6	0.5	0.1
1987	0.3	2.0	1.7	0.5	0.6	0.2
1988	0.3	1.7	1.9	0.5	0.4	—
1989	0.3	1.5	1.8	0.6	0.5	0.3
1990	0.3	1.5	1.8	0.5	0.5	0.3
1991	0.3	1.8	1.8	0.6	0.6	0.3
1992	0.4	1.8	2.0	0.7	0.6	0.2
1993	0.4	1.8	2.1	0.8	0.5	0.2
1994	0.4	1.6	1.8	0.7	0.6	0.2
1995	0.3	1.7	1.5	0.8	0.6	0.1
1996	0.3	1.7	1.6	0.7	0.5	0.2

— Not available.

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

Table S35-1 Standard errors for table 35-1

Selected characteristics	Read a newspaper: Hardly ever	Read a newspaper: At least once a month	Read a newspaper: At least once a week	Read about national news in newspaper or news magazine: Hardly ever	Read about national news in newspaper or news magazine: At least once a month	Read about national news in newspaper or news magazine: At least once a week	Watched national news on television or listened to news on radio: Hardly ever	Watched national news on television or listened to news on radio: At least once a month	Watched national news on television or listened to news on radio: At least once a week	Read a book: In past 6 months
Total	**0.9**	**0.4**	**1.0**	**1.2**	**0.9**	**1.1**	**0.7**	**0.3**	**0.7**	**1.3**
Highest education level										
Less than high school diploma	2.8	2.4	3.6	3.9	2.4	3.3	2.2	0.9	2.4	3.5
High school diploma or GED	1.2	0.6	1.4	1.8	1.2	1.6	1.0	0.5	1.0	1.7
Some college/vocational/technical	2.5	0.7	2.6	4.8	3.4	5.3	1.0	1.6	2.0	4.1
Bachelor's degree	1.8	0.9	1.8	2.8	1.9	2.9	1.2	0.8	1.4	2.6
Graduate/professional school	1.9	0.8	2.0	2.1	2.1	2.7	1.5	0.6	1.6	2.1
Race/ethnicity										
White	0.8	0.5	1.0	1.3	0.9	1.3	0.8	0.4	0.8	1.5
Black	2.6	1.6	2.8	4.0	2.7	3.8	1.0	1.1	1.4	3.6
Hispanic	3.7	2.8	3.9	4.1	3.2	4.4	2.2	1.2	2.4	3.7
Sex										
Male	1.3	0.8	1.6	1.6	1.3	1.6	0.9	0.6	0.9	1.9
Female	1.2	0.6	1.3	1.6	1.2	1.7	0.9	0.5	1.0	1.7
Household income										
$10,000 or less	3.5	2.0	3.7	3.9	2.9	4.2	2.0	0.8	2.2	4.2
10,001–20,000	2.1	1.2	2.5	3.1	1.9	3.2	1.8	1.1	1.8	3.6
20,001–35,000	1.7	0.9	2.0	2.9	1.7	2.9	1.0	0.8	1.3	2.7
35,001–50,000	1.3	1.0	1.6	2.5	1.8	2.7	1.5	1.1	1.7	2.7
50,001 or more	1.1	0.6	1.2	1.7	1.6	1.9	1.1	0.6	1.2	1.8
Parent with child age 18 or younger										
Yes	1.3	0.9	1.6	1.9	1.5	2.1	0.9	0.7	1.1	2.1
No	1.1	0.5	1.2	1.6	1.1	1.5	0.9	0.5	0.9	1.3

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), 1996(Adult Civic Involvement component).

Table S35-2 Standard errors for table 35-2

				Performed activity in the previous 12 months				
Selected characteristics	Member of organization (community group, church, etc.)	Participated in ongoing community service activity	Voted in a national or state election in the past 5 years	Contributed money to a candidate, political party, or political cause	Worked for pay/volunteered for a candidate, political party, or political cause	Attended public meeting	Contacted public official/editor or signed petition about issues of concern	Participated in protest or boycott
Total	**1.3**	**1.2**	**0.9**	**0.8**	**0.5**	**1.1**	**1.1**	**0.6**
Highest education level								
Less than high school diploma	4.4	2.7	3.8	2.0	1.1	2.9	2.2	1.5
High school diploma or GED	1.6	1.7	1.4	1.0	0.6	1.5	1.4	0.6
Some college/vocational/technical	4.8	5.2	3.0	4.1	1.6	5.0	4.6	1.5
Bachelor's degree	2.5	3.1	1.6	2.4	1.9	2.8	3.3	2.2
Graduate/professional school	2.6	4.4	2.5	3.4	2.2	3.8	4.2	2.0
Race/ethnicity								
White	1.5	1.5	1.2	0.9	0.6	1.3	1.2	0.6
Black	3.5	3.8	3.6	2.8	2.1	3.4	2.7	1.4
Hispanic	3.8	3.7	3.4	2.6	1.1	3.7	3.5	2.8
Sex								
Male	1.9	1.9	1.6	1.3	0.8	1.9	1.6	0.7
Female	1.8	1.7	1.5	1.0	0.7	1.6	1.6	0.9
Household income								
$10,000 or less	3.7	3.7	3.7	2.1	1.5	3.8	3.2	1.7
10,001-20,000	3.1	3.1	3.1	2.1	1.0	2.4	2.9	1.3
20,001-35,000	2.8	2.2	2.2	1.4	1.3	2.2	2.5	1.2
35,001-50,000	2.5	2.5	2.0	1.6	1.1	2.6	2.5	1.7
50,001 or more	2.0	2.5	1.6	2.0	1.2	2.6	2.2	1.1
Parent with child age 18 or younger								
Yes	1.9	2.3	1.8	1.3	0.9	1.8	1.8	0.9
No	1.7	1.7	1.1	1.1	0.6	1.4	1.4	0.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), 1996 (Adult Civic Involvement component).

Table S36-1 Standard errors for table 36-1

Time spent on homework and teachers' use of homework	Public			Private		
		Years of teaching experience			Years of teaching experience	
	Total	3 years or less	4 years or more	Total	3 years or less	4 years or more
Average time spent on homework during the week						
None	1.0	0.6	1.1	0.6	1.6	0.6
1 hour or less	2.3	3.6	2.6	2.7	4.7	3.3
More than 1 hour to 2 hours	1.9	3.9	2.2	2.2	4.2	2.6
More than 2 hours	2.0	2.6	2.3	2.0	4.0	2.5
Percentage of teachers who used written homework in the following ways during the previous semester:						
Record only whether assignments were completed	2.7	3.6	3.1	2.5	4.0	2.8
Collect, correct, and keep assignments	2.0	3.7	2.3	2.6	3.7	3.0
Keep items in a student portfolio	2.1	3.5	2.4	3.0	3.0	3.4
Collect, correct, and return assignments to students	2.2	2.9	2.5	2.2	2.6	2.5
Have students exchange assignments and correct them in class	2.1	3.5	2.4	2.3	3.7	2.6
Have students correct their own assignments in class	2.4	3.2	2.7	3.2	3.7	3.6
Use assignments as a basis for class discussion	2.5	3.5	2.7	2.6	3.9	3.0
Use assignments as a basis for grading students	2.2	3.8	2.4	2.7	4.3	3.1
Use assignments as a basis for lesson planning	2.2	4.2	2.5	2.8	4.2	3.3

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey, 1994–95.

Table S37-1 Standard errors for table 37-1

Country	Less than1 hour	1 to less than 2 hours	2 to less than 3 hours	3 hours or more
Australia	0.9	1.0	0.6	0.7
Austria	0.8	1.3	0.9	1.2
Belgium (Fl)	0.4	1.3	1.1	1.6
Belgium (Fr)	0.8	1.0	1.3	1.5
Canada	1.2	1.1	0.7	1.1
Colombia	0.4	1.1	1.2	1.9
Cyprus	0.5	0.7	0.8	0.9
Czech Republic	1.1	1.1	0.9	0.8
Denmark	1.6	1.4	0.8	0.7
England	—	—	—	—
France	0.7	1.2	1.0	1.2
Germany	1.1	1.2	1.0	0.9
Greece	0.6	0.7	0.7	1.2
Hong Kong	1.0	0.9	0.9	1.1
Hungary	0.4	1.1	0.9	1.3
Iceland	1.0	1.7	1.3	1.4
Iran, Islamic Republic	0.2	0.5	1.0	1.3
Ireland	0.6	1.0	1.1	1.2
Israel	0.6	2.2	1.5	2.1
Japan	0.8	0.8	0.6	1.0
Korea	0.9	1.1	0.8	1.2
Kuwait	0.6	1.5	1.3	1.8
Latvia (LSS)	0.5	1.1	1.2	1.2
Lithuania	0.6	1.4	1.0	1.4
Netherlands	0.9	1.7	1.7	0.8
New Zealand	0.9	1.2	1.0	0.9
Norway	0.5	1.2	0.9	0.9
Portugal	0.3	1.1	0.7	1.2
Romania	0.7	1.0	0.7	1.6
Russian Federation	0.5	1.1	1.0	1.4
Scotland	1.4	1.2	1.0	0.8
Singapore	0.3	0.4	0.6	0.9
Slovak Republic	0.5	0.9	0.7	1.0
Slovenia	0.5	1.0	0.8	1.1
Spain	0.4	1.0	0.9	1.3
Sweden	0.6	1.2	0.8	0.9
Switzerland	0.3	1.2	0.8	1.1
Thailand	0.3	1.0	0.7	1.5
United States	1.1	0.9	0.7	0.8

— Not available

SOURCE: International Association for the Evaluation of Educational Achievement, *TIMSS International Study Center, Mathematics Achievement in the Middle School Years, IEA's Third International Mathematics and Science Study*, 1996, table 4.9

Table S37-2 Standard errors for table 37-2

Selected characteristics	Grade 4				Grade 8				Grade 12			
	None	1-2 hours	3-4 hours	5 or more	None	1-2 hours	3-4 hours	5 or more	None	1-2 hours	3-4 hours	5 or more
Total	**0.3**	**1.2**	**0.9**	**0.8**	**0.2**	**0.9**	**0.6**	**0.8**	**0.3**	**0.9**	**0.8**	**0.5**
Sex												
Male	0.5	1.4	1.0	1.1	0.3	1.2	0.9	0.9	0.4	1.1	0.9	0.6
Female	0.3	1.4	1.1	1.0	0.3	1.2	1.0	0.9	0.5	1.1	1.0	0.6
Race/ethnicity												
White	0.4	1.5	1.1	1.0	0.3	1.1	0.8	0.9	0.4	1.0	0.7	0.4
Black	0.4	1.3	1.6	2.1	0.2	1.3	1.5	2.0	0.6	1.6	1.7	1.9
Hispanic	0.5	2.2	1.6	1.9	0.5	1.7	1.6	2.0	0.8	2.5	2.2	1.6
Asian/Pacific Islander	2.0	4.5	2.9	3.7	0.6	2.4	2.0	1.7	1.4	4.5	4.0	1.5
American Indian/ Alaskan Native	—	4.9	4.3	4.1	1.1	3.4	5.1	5.5	2.4	5.7	4.1	2.8
Control of school												
Public	0.3	1.3	0.9	1.0	0.2	1.0	0.6	0.9	0.3	1.0	0.9	0.5
Nonpublic	2.0	2.6	1.8	1.8	1.0	2.5	2.1	1.8	1.6	1.6	1.8	0.9
Private only	5.8	4.6	3.0	2.1	2.2	3.4	2.4	2.0	4.0	3.5	3.3	1.5
Catholic only	1.1	3.0	2.1	2.5	0.4	3.4	3.0	2.8	0.9	1.4	1.5	1.0
Parents' highest level of education												
Less than high school diploma	—	4.2	2.5	4.4	0.3	2.7	2.8	1.7	0.5	2.3	2.3	1.8
High school graduate	0.6	1.8	2.0	1.9	0.5	1.6	1.5	1.1	0.4	1.6	1.5	1.1
Some college	0.5	2.5	3.0	2.3	0.4	1.8	1.7	1.6	0.5	1.2	1.2	0.9
College graduate	0.5	1.9	1.2	1.6	0.3	1.3	0.9	0.9	0.5	1.1	1.0	0.6
Title I participation												
Participated	0.5	2.3	1.5	1.8	0.4	2.1	2.1	2.3	1.0	4.3	3.6	3.4
Did not participate	0.4	1.4	1.1	1.0	0.2	1.0	0.6	0.9	0.3	0.9	0.8	0.5
Eligibility for free or reduced price lunch												
Eligible	0.3	1.1	1.3	1.1	0.3	1.0	0.8	1.3	0.7	2.2	2.0	1.5
Not eligible	0.5	1.4	1.1	1.2	0.3	1.2	0.9	1.0	0.4	1.1	0.9	0.6

— Not available

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Summary Data Tables: Math*, 1996.

Table S37-3 Standard errors for table 37-3

Selected characteristics	Grade 4					Grade 8					Grade 12				
	Don't have	Don't do	1/2 hour or less	1 hour	1 hour or more	Don't have	Don't do	1/2 hour or less	1 hour	1 hour or more	Don't have	Don't do	1/2 hour or less	1 hour	1 hour or more
Total	**1.0**	**0.3**	**1.1**	**0.8**	**0.6**	**0.7**	**0.5**	**0.8**	**0.9**	**1.1**	**0.8**	**0.5**	**0.8**	**0.6**	**0.9**
Sex															
Male	1.1	0.5	1.4	1.0	0.7	0.9	0.7	1.0	1.2	1.0	1.1	0.9	1.1	1.0	1.1
Female	1.1	0.2	1.3	1.2	1.0	0.7	0.6	1.1	1.2	1.5	0.9	0.4	0.9	0.8	1.2
Race/ethnicity															
White	1.4	0.4	1.3	1.0	0.8	0.8	0.6	1.0	1.1	1.3	0.8	0.7	1.0	0.7	1.2
Black	1.6	0.7	1.7	1.6	1.5	1.2	0.8	1.9	1.4	2.9	1.9	1.3	1.5	1.5	2.1
Hispanic	1.2	0.8	2.1	2.0	1.7	1.4	1.4	1.6	2.1	1.7	2.2	1.0	1.9	1.3	2.2
Asian/Pacific Islander	1.8	0.9	4.3	2.5	3.4	1.7	1.3	3.2	2.8	5.5	1.3	1.1	2.5	2.8	3.3
American Indian/ Alaskan Native	3.2	1.6	3.7	4.2	2.8	2.4	4.5	4.6	4.3	4.4	7.8	1.7	3.9	8.1	2.5
Control of school															
Public	1.2	0.3	1.2	0.9	0.7	0.7	0.6	0.9	0.9	1.1	0.9	0.6	0.9	0.6	0.8
Nonpublic	1.5	0.4	2.3	1.9	1.8	0.9	0.7	2.0	2.2	3.5	0.7	1.0	2.2	1.8	4.0
Private only	4.0	0.4	4.7	5.0	2.9	2.2	1.4	4.4	3.2	7.0	2.0	1.8	4.4	2.7	8.8
Catholic only	1.3	0.5	2.5	1.8	2.5	0.3	0.4	1.9	2.8	4.2	0.6	1.2	2.2	1.7	2.7
Parents' highest level of education															
Less than high school diploma	2.1	1.7	4.6	3.4	3.8	2.5	1.3	2.0	3.0	2.1	2.2	1.1	2.1	2.0	2.1
High school graduate	2.0	0.8	2.1	1.9	1.3	1.0	0.8	1.5	1.3	1.7	1.3	1.0	1.4	1.3	1.4
Some college	2.4	0.7	2.7	2.7	1.6	0.9	0.9	1.7	1.9	1.9	1.3	1.1	1.1	1.3	1.2
College graduate	1.2	0.3	1.6	1.2	0.9	0.5	0.6	1.1	1.1	1.3	0.8	0.6	1.1	1.0	1.5
Title I participation															
Participated	1.5	0.5	2.2	1.6	1.5	1.5	1.1	1.9	2.0	2.0	3.2	1.7	3.6	2.0	4.2
Did not participate	1.3	0.3	1.2	0.9	0.6	0.7	0.5	0.9	0.9	1.1	0.8	0.6	0.9	0.6	0.9
Eligibility for free or reduced price lunch															
Eligible	1.4	0.6	1.9	1.2	1.0	1.4	0.8	1.0	1.5	1.5	1.8	0.7	1.4	1.4	1.8
Ineligible	1.3	0.3	1.4	1.1	0.7	0.6	0.7	1.4	1.2	1.5	0.8	0.7	0.9	0.8	1.2

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Summary Data Tables: Math*, 1996.

Table S37-4 Standard errors for table 37-4

Rules on television viewing	Age 9					Age 13					Age 17				
	1986	1990	1992	1994	1996	1986	1990	1992	1994	1996	1986	1990	1992	1994	1996
Have rules	0.7	0.7	1.0	0.9	1.1	1.2	0.7	0.8	0.9	1.0	0.6	0.7	0.7	0.6	0.6
Do not have rules	0.7	0.7	1.0	0.9	1.1	1.2	0.7	0.8	0.9	1.0	0.6	0.7	0.7	0.6	0.6

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Trends Almanac: Science, 1986 to 1996*, 1998.

Table S37-5 Standard errors for table 37-5

Country	Mathematics				Science			
	No Time	Less than 1 hour	1 hour or more	Average hours	No Time	Less than 1 hour	1 hour or more	Average hours
Australia	0.9	1.2	1.0	0.02	1.3	1.3	0.8	0.02
Austria	0.7	1.8	1.6	0.03	1.8	1.8	1.7	0.03
Canada	1.1	1.4	1.2	0.02	1.7	1.3	1.1	0.03
Cyprus	0.7	1.9	1.6	0.03	1.2	1.9	1.5	0.03
Czech Republic	0.9	1.2	1.1	0.02	0.9	1.2	1.0	0.02
England	—	—	—	—	—	—	—	—
Greece	0.5	1.6	1.7	0.04	0.9	1.6	1.5	0.03
Hong Kong	0.7	1.2	1.2	0.03	1.0	1.7	1.1	0.02
Hungary	0.7	1.3	1.4	0.03	0.8	1.3	1.4	0.03
Iceland	0.8	1.4	1.4	0.02	2.0	1.6	0.8	0.02
Iran, Islamic Republic	0.7	1.3	1.5	0.07	0.7	1.5	1.5	0.06
Ireland	0.6	1.3	1.2	0.02	2.1	2.0	0.6	0.02
Israel	1.3	2.2	1.9	0.05	1.6	1.9	1.9	0.04
Japan	0.7	1.1	1.2	0.02	1.8	1.5	0.6	0.02
Korea	0.8	1.1	1.2	0.02	0.9	0.9	1.0	0.02
Kuwait	0.7	1.4	1.5	0.05	0.9	1.3	1.4	0.05
Latvia (LSS)	0.7	1.9	1.7	0.03	1.0	1.6	1.3	0.03
Netherlands	2.7	2.3	1.5	0.03	3.3	2.7	1.3	0.03
New Zealand	1.6	1.7	1.4	0.03	1.7	1.6	0.9	0.02
Norway	1.3	1.2	1.1	0.02	1.8	1.7	0.8	0.02
Portugal	0.5	1.7	1.6	0.03	0.5	1.7	1.6	0.03
Scotland	1.8	2.0	1.0	0.02	1.8	1.8	0.7	0.02
Singapore	—	—	—	—	—	—	—	—
Slovenia	0.4	1.5	1.4	0.03	0.6	1.5	1.6	0.03
Thailand	1.3	1.6	1.8	0.03	1.9	1.3	1.6	0.03
United States	0.5	1.1	1.1	0.03	1.2	1.2	1.2	0.02

— Not available

SOURCE: International Association for the Evaluation of Educational Achievement, TIMSS International Study Center, Mathematics Achievement in the Primary School Years, IEA's Third International Mathematics and Science Study, 1996, table 4.9; *Science Achievement in the Primary School Years, IEA's Third International Mathematics and Science Study*, 1996, table 4.9.

Table S37-6 Standard errors for table 37-6

Country	Fourth grade: Less than 1 hour	Fourth grade: 1 to 2 hours	Fourth grade: 3 to 4 hours	Fourth grade: More than 4 hours	Eighth grade: Less than 1 hour	Eighth grade: 1 to 2 hours	Eighth grade: 3 to 5 hours	Eighth grade: More than 5 hours
Australia	1.0	0.8	0.7	1.0	0.9	0.8	0.8	0.6
Austria	1.7	1.7	0.8	0.7	1.4	1.1	1.0	0.6
Belgium (Fl)	—	—	—	—	1.2	1.2	1.0	0.5
Belgium (Fr)	—	—	—	—	1.3	1.8	1.3	1.0
Canada	1.0	0.9	0.7	0.9	0.7	0.8	0.7	0.6
Colombia	—	—	—	—	1.5	1.2	1.2	1.0
Cyprus	1.7	1.4	0.9	0.8	1.1	1.1	0.8	0.7
Czech Republic	1.4	1.3	0.8	0.8	0.8	1.2	1.2	0.8
Denmark	—	—	—	—	1.1	1.2	1.0	0.7
England	1.3	1.0	0.9	0.9	1.3	1.2	1.2	0.9
France	—	—	—	—	1.3	1.1	0.7	0.5
Germany	—	—	—	—	1.0	1.1	0.8	0.6
Greece	1.4	1.5	0.7	0.6	0.9	0.7	0.7	0.5
Hong Kong	1.4	0.9	0.7	0.6	0.9	0.9	1.0	0.8
Hungary	1.2	1.2	0.8	1.2	0.7	1.1	0.9	1.0
Iceland	1.6	1.4	0.8	0.6	1.3	1.3	1.2	0.8
Iran, Islamic Republic	2.1	1.7	0.7	0.7	1.3	0.9	0.9	0.6
Ireland	1.3	1.1	1.0	0.9	0.8	1.1	0.8	0.5
Israel	1.3	1.3	1.2	0.9	1.4	2.1	1.7	1.2
Japan	0.8	0.9	0.6	0.6	0.5	0.9	0.8	0.5
Korea	1.0	0.9	0.8	0.5	1.0	1.0	0.8	0.6
Kuwait	1.1	1.0	0.5	0.5	1.7	1.3	1.2	0.8
Latvia (LSS)	1.3	1.5	1.1	1.0	1.0	1.1	1.2	0.7
Lithuania	—	—	—	—	0.7	1.3	1.2	0.9
Netherlands	1.4	1.2	0.9	1.0	1.8	1.7	1.5	0.9
New Zealand	1.5	1.4	0.9	1.2	1.0	0.9	0.9	0.8
Norway	1.4	1.3	0.8	0.7	0.7	1.0	1.0	0.4
Portugal	1.8	1.5	0.7	0.9	1.0	0.9	0.8	0.5
Romania	—	—	—	—	1.4	1.2	0.9	0.7
Russian Federation	—	—	—	—	1.0	1.4	1.0	0.9
Scotland	1.3	1.1	0.7	1.2	0.7	1.0	1.0	0.7
Singapore	—	—	—	—	0.6	1.1	1.2	0.5
Slovak Republic	—	—	—	—	0.7	1.0	0.9	0.8
Slovenia	1.6	1.3	0.9	0.7	1.1	1.1	0.9	0.4
Spain	—	—	—	—	1.2	1.0	0.8	0.5
Sweden	—	—	—	—	0.7	0.9	0.8	0.5
Switzerland	—	—	—	—	1.5	1.3	0.7	0.2
Thailand	2.2	1.3	0.6	1.7	1.4	1.0	1.1	0.7
United States	0.9	1.3	0.8	0.7	0.8	0.9	0.6	1.0

— Not available

SOURCE: International Association for the Evaluation of Educational Achievement, TIMSS International Study Center, *Mathematics Achievement in the Primary School Years, IEA's Third International Mathematics and Science Study*, 1996, table 4.11; *Mathematics Achievement in the Middle School Years, IEA's Third International Mathematics and Science Study*, 1996, table 4.10.

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Table 38-1 Standard errors for table 38-1

Country	Less than 1 hour	1 hour to less than 2	2 hours to less than 3	3 hours or more	Less than 2 hours	2 hours to less than 3.5	3.5 hours to less than 5	5 hours or more
Australia	3.9	4.0	1.5	2.1	—	—	—	—
Austria	0.0	0.0	1.8	1.8	—	—	—	—
Belgium(Fl)	—	—	—	—	—	—	—	—
Belgium (Fr)	—	—	—	—	—	—	—	—
Canada	2.0	3.8	3.3	3.2	2.1	3.9	2.5	2.1
Colombia	—	—	—	—	2.3	4.2	3.2	2.4
Cyprus	—	—	—	—	—	—	—	—
Czech Republic	1.1	3.6	1.4	3.2	—	—	—	—
Denmark	—	—	—	—	—	—	—	—
England	1.7	4.1	4.8	3.8	—	—	—	—
France	—	—	—	—	—	—	—	—
Germany	—	—	—	—	—	—	—	—
Greece	—	—	—	—	—	—	—	—
Hong Kong	3.4	3.7	1.5	0.8	2.3	3.9	3.3	1.6
Hungary	2.2	4.1	3.0	3.1	—	—	—	—
Iceland	4.1	5.6	5.1	4.3	—	—	—	—
Iran, Islamic Republic	—	—	—	—	—	—	—	—
Ireland	5.0	4.4	3.1	0.9	1.9	2.1	0.8	0.0
Israel	0.0	5.6	5.8	4.3	7.9	7.2	3.5	0.0
Japan	1.3	0.6	1.8	1.2	1.6	1.7	0.0	0.6
Korea	0.0	0.6	1.8	1.7	2.9	3.2	0.8	2.3
Kuwait	0.0	0.7	2.0	1.8	2.6	2.6	0.5	0.0
Latvia (LSS)	2.9	2.2	2.2	0.8	—	—	—	—
Lithuania	—	—	—	—	—	—	—	—
Netherlands	5.1	4.8	2.6	2.7	—	—	—	—
New Zealand	4.2	4.4	3.1	2.6	0.9	4.1	4.2	0.0
Norway	5.0	5.0	0.0	0.0	4.9	4.9	0.6	0.0
Portugal	1.1	1.4	3.1	3.6	—	—	—	—
Romania	—	—	—	—	—	—	—	—
Russian Federation	—	—	—	—	—	—	—	—
Scotland	4.7	4.7	3.3	2.5	3.1	3.6	1.7	0.0
Singapore	0.0	1.5	1.5	0.0	0.0	4.4	4.4	0.0
Slovak Republic	—	—	—	—	—	—	—	—
Slovenia	1.9	5.3	4.0	3.4	—	—	—	—
Spain	—	—	—	—	2.6	3.9	3.0	0.7
Sweden	—	—	—	—	—	—	—	—
Switzerland	—	—	—	—	4.7	4.4	3.1	3.5
Thailand	1.2	3.5	6.1	6.6	—	—	—	—
United States	2.1	2.9	3.8	4.1	—	—	—	—

— Not available

SOURCE: International Association for the Evaluation of Educational Achievement, TIMSS International Study Center, *Science Achievement in the Middle School Years, IEA's Third International Mathematics and Science Study*, 1996, table 5.5; *Science Achievement in the Primary School Years, IEA's Third International Mathematics and Science Study*, 1997, table 5.4.

Table S38-2 Standard errors for table 38-2

Country	Less than 2 hours	2 hours to less than 3.5	3.5 hours to less than 5	5 hours or more	Less than 2 hours	2 hours to less than 3.5	3.5 hours to less than 5	5 hours or more
Australia	0.3	2.7	3.7	3.4	1.7	3.7	3.7	0.7
Austria	0.0	2.4	2.4	0.0	0.0	0.1	0.1	0.0
Belgium(Fl)	—	—	—	—	0.0	4.4	4.4	0.0
Belgium (Fr)	—	—	—	—	0.0	1.8	4.2	3.8
Canada	1.2	2.2	3.6	3.6	1.2	3.8	3.6	3.1
Colombia	—	—	—	—	2.0	5.5	5.4	3.3
Cyprus	0.0	2.5	5.3	4.9	—	—	—	—
Czech Republic	1.4	0.3	2.0	1.4	0.9	2.0	2.7	1.6
Denmark	—	—	—	—	—	—	—	—
England	0.2	2.8	4.8	5.0	—	—	—	—
France	—	—	—	—	1.4	3.2	3.3	1.3
Germany	—	—	—	—	1.5	3.1	2.9	0.9
Greece	—	—	—	—	1.7	2.8	1.6	1.6
Hong Kong	2.0	2.9	4.2	2.3	2.4	5.2	5.8	2.9
Hungary	0.0	4.4	4.2	1.5	0.0	3.6	3.6	1.0
Iceland	0.1	3.4	3.2	1.2	0.0	2.9	2.9	0.2
Iran, Islamic Republic	—	—	—	—	—	—	—	—
Ireland	1.9	3.4	4.5	4.8	0.7	3.7	3.4	1.1
Israel	—	—	—	—	4.1	8.0	6.1	3.7
Japan	0.5	2.2	2.3	1.1	1.8	2.3	1.4	0.5
Korea	0.0	2.0	1.7	1.0	0.7	3.0	1.8	2.3
Kuwait	1.0	1.0	0.0	0.0	1.6	6.5	6.6	1.0
Latvia (LSS)	0.5	3.6	3.4	1.3	0.5	4.8	5.3	2.6
Lithuania	—	—	—	—	0.8	4.1	3.9	2.3
Netherlands	0.0	2.2	4.6	4.7	1.9	1.9	0.0	0.0
New Zealand	2.2	4.1	4.2	3.1	1.8	4.3	4.3	1.5
Norway	2.2	3.6	2.8	1.1	2.6	3.9	2.8	2.1
Portugal	0.0	2.4	2.7	3.4	0.8	2.9	2.8	0.0
Romania	—	—	—	—	2.6	3.4	2.5	0.6
Russian Federation	—	—	—	—	0.0	3.6	5.6	4.8
Scotland	0.9	3.3	4.7	4.9	2.0	4.4	4.6	0.0
Singapore	0.0	0.0	1.2	1.2	0.0	4.7	4.7	0.0
Slovak Republic	—	—	—	—	0.0	1.3	3.0	2.9
Slovenia	0.8	1.3	2.6	2.2	0.0	3.4	3.3	0.8
Spain	—	—	—	—	1.1	4.0	4.7	2.6
Sweden	—	—	—	—	1.2	1.3	0.4	0.3
Switzerland	—	—	—	—	1.4	3.4	3.5	3.0
Thailand	0.7	1.5	5.2	5.7	—	—	—	—
United States	2.4	2.4	3.6	4.1	1.4	3.4	4.4	2.8

— Not available.

SOURCE: International Association for the Evaluation of Educational Achievement, TIMSS International Study Center, *Mathematics Achievement in the Middle School Years, IEA's Third International Mathematics and Science Study*, 1996, table 5.5. *Mathematics Achievement in the Primary School Years, IEA's Third International Mathematics and Science Study*, 1997, table 5.4.

Table S39-1 Standard errors for table 39-1

School and classroom decisions	Total	Percentage of students eligible for free or reduced-price lunch				School size			
		0-5	6-20	21-40	41-100	Less than 150	150-499	500-749	750 and more
Percentage of teachers who perceived that teachers had a good deal of influence in their school over:									
Setting discipline policy	0.7	3.2	1.5	1.4	1.0	1.9	1.0	1.3	1.6
Determining the content of in-service programs	0.6	2.2	1.4	1.1	1.0	2.0	0.7	1.1	1.8
Establishing curriculum	0.6	2.8	1.6	1.3	0.8	2.2	0.9	1.1	1.5
Percentage of teachers who perceived having a good deal of control in their classroom over:									
Selecting textbooks and other instructional materials	0.6	3.0	1.5	1.3	1.0	1.7	0.8	1.3	1.8
Selecting content, topics, and skills to be taught	0.7	3.0	1.3	1.0	1.0	1.8	0.9	1.3	1.6
Selecting teaching techniques	0.4	1.6	0.9	0.8	0.7	1.2	0.6	0.8	1.2
Evaluating and grading students	0.4	2.1	1.0	0.7	0.6	1.3	0.6	0.9	1.2
Disciplining students	0.6	2.1	1.3	1.1	0.9	1.5	0.6	1.4	1.5
Determining the amount of homework to be assigned	0.5	2.2	1.3	1.0	0.8	0.9	0.6	1.0	1.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Public School Teacher Questionnaire).

Table S39-2 Standard errors for table 39-2

School decisions	Total	Percentage of students eligible for free or reduced-price lunch: 0-5	6-20	21-40	41-100	School size: Less than 150	150-499	500-749	750 or more
Percentage of principals who perceived that a group had a good deal of influence over:									
Setting discipline policy									
State Department of Education	0.6	2.3	1.6	1.5	1.3	3.0	1.0	1.3	2.2
School district staff	0.9	2.9	2.0	2.0	1.2	3.4	1.3	2.0	2.2
School board	1.0	4.4	2.1	1.7	1.6	2.5	1.3	1.9	2.6
Principal	0.6	2.1	1.6	1.0	1.1	2.0	1.0	1.1	1.5
Teachers	0.7	2.4	1.7	1.4	1.4	1.9	1.2	1.3	2.2
Parent association	0.8	3.3	1.9	1.6	1.0	1.7	1.1	1.6	1.9
Determining the content of in-service programs									
State Department of Education	0.7	2.2	1.5	1.5	1.2	2.4	1.0	1.7	2.1
School district staff	0.8	3.4	1.7	1.6	1.4	3.5	1.0	1.4	2.4
School board	0.8	2.5	1.7	1.6	1.2	2.1	1.0	1.7	2.2
Principal	1.0	3.1	2.0	1.9	1.2	2.8	1.4	1.3	2.1
Teachers	0.9	2.9	2.1	2.0	1.3	3.2	1.2	1.4	2.4
Parent association	0.5	0.9	0.7	1.0	0.7	1.2	0.5	1.0	1.6
Establishing curriculum									
State Department of Education	0.9	3.4	1.8	1.9	1.2	3.1	1.3	1.3	2.3
School district staff	1.0	3.3	1.9	2.0	1.4	3.7	1.3	1.8	2.4
School board	0.9	3.4	2.0	1.8	1.5	2.8	1.4	1.5	2.5
Principal	1.0	3.4	2.2	2.4	1.5	3.1	1.5	1.8	2.3
Teachers	1.1	2.9	2.4	2.2	1.5	3.2	1.5	1.7	2.2
Parent association	0.5	2.8	1.5	0.9	0.7	1.7	0.7	1.2	1.6
Deciding how the school budget will be spent									
State Department of Education	0.9	3.1	2.1	2.1	1.4	[illegible]	1.2	1.8	2.2
School district staff	1.0	4.1	2.3	1.8	1.5	3.0	1.1	1.8	2.9
School board	1.0	3.1	2.3	1.7	1.7	3.3	1.3	1.7	2.6
Principal	1.0	3.3	2.3	1.9	1.4	3.5	1.6	1.8	2.4
Teachers	0.8	3.7	2.6	1.7	1.4	3.1	1.3	1.8	2.3
Parent association	0.7	2.3	1.4	1.5	0.8	1.6	0.9	1.1	1.6

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Principal Questionnaire).

Table S39-3 Standard errors for table 39-3

School and classroom decisions	Total	Percentage of students eligible for free or reduced-price lunch				School size			
		0-6	6-20	21-40	41-100	Less than 150	150-499	500-749	750 or more
Percentage of teachers who perceived that teachers had a good deal of influence in their school over:									
Setting discipline policy	0.3	1.1	0.7	0.9	0.8	1.6	0.9	1.1	0.4
Determining the content of in-service programs	0.4	1.3	0.7	0.8	0.7	1.4	0.9	1.1	0.5
Establishing curriculum	0.4	1.1	0.7	0.9	0.8	1.3	1.1	1.0	0.5
Percentage of teachers who perceived having a good deal of control in their classroom over:									
Selecting textbooks and other instructional materials	0.4	1.1	0.9	0.9	1.0	1.0	0.9	1.0	0.7
Selecting content, topics, and skills to be taught	0.4	1.0	0.8	1.0	0.8	1.0	0.8	1.1	0.5
Selecting teaching techniques	0.3	0.7	0.5	0.5	0.5	0.7	0.5	0.7	0.4
Evaluating and grading students	0.2	0.7	0.4	0.5	0.5	0.7	0.5	0.5	0.4
Disciplining students	0.5	1.2	0.8	1.0	0.9	1.4	0.7	1.1	0.6
Determining the amount of homework to be assigned	0.3	0.6	0.6	0.7	0.5	0.9	0.5	0.7	0.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire).

Table S39-4 Standard errors for table 39-4

		Percentage of students eligible for free or reduced-price lunch				School size			
School decisions	Total	0-5	6-20	21-40	41-100	Less than 150	150-499	500-749	750 or more
Percentage of principals who perceived that a group had a good deal of influence over:									
Setting discipline policy									
State Department of Education	0.6	2.4	0.8	1.4	1.3	2.6	0.9	1.3	0.9
School district staff	1.0	2.5	1.4	1.9	1.8	3.0	1.9	2.2	1.1
School board	0.8	2.5	1.7	1.5	1.6	2.6	1.6	2.3	1.2
Principal	0.5	1.2	0.7	1.1	1.1	1.9	1.1	0.8	0.7
Teachers	1.0	1.8	1.5	1.8	1.4	2.5	1.7	1.4	1.2
Parent association	0.6	2.3	0.9	1.1	1.6	2.1	1.1	1.5	0.8
Determining the content of in-service programs									
State Department of Education	0.7	1.2	1.1	1.7	1.5	2.2	1.6	1.5	1.0
School district staff	0.9	2.5	1.5	1.6	1.4	3.2	1.3	2.2	1.4
School board	0.7	1.1	0.9	1.5	1.6	2.1	1.2	1.6	0.8
Principal	1.0	2.8	1.1	1.6	1.7	3.5	1.4	1.9	1.1
Teachers	0.7	1.7	1.2	1.1	1.7	2.1	1.4	1.8	1.0
Parent association	0.4	1.8	0.5	1.2	0.7	2.1	0.6	0.8	0.3
Establishing curriculum									
State Department of Education	0.7	2.3	1.2	1.4	1.6	2.8	1.2	1.8	1.0
School district staff	0.9	2.7	1.5	1.7	1.5	2.8	1.7	1.9	1.1
School board	0.9	2.3	1.5	1.6	2.0	2.8	1.7	2.4	1.0
Principal	0.8	2.7	1.3	1.8	1.7	3.0	1.7	1.8	1.1
Teachers	0.8	2.0	1.4	2.1	1.4	2.6	1.5	1.5	1.2
Parent association	0.5	1.6	0.5	0.8	0.9	1.7	0.7	1.1	0.5
Deciding how the school budget will be spent									
State Department of Education	0.6	1.9	1.2	1.6	1.8	2.3	1.6	2.0	0.8
School district staff	0.9	2.3	1.6	1.8	1.5	2.6	1.8	2.1	1.3
School board	0.7	2.9	1.2	1.4	1.6	3.2	1.6	2.0	1.1
Principal	0.8	2.1	1.5	1.5	1.5	3.2	1.5	2.0	0.9
Teachers	0.8	2.1	1.2	1.6	1.7	2.7	1.4	2.3	1.0
Parent association	0.3	1.9	0.5	0.5	0.7	1.8	0.5	0.8	0.5

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Public School Principal Questionnaire)

Table S39-5 Standard errors for table 39-5

School and classroom decisions	Total	Elementary Less than 150	150–499	500–749	750 or more	Secondary Less than 150	150–499	500–749	750 or more
Percentage of teachers who perceived that teachers had a good deal of influence in their school over:									
Setting discipline policy	0.7	1.6	1.2	3.1	4.1	3.5	1.3	2.7	2.0
Determining the content of in-service programs	0.6	1.5	1.2	2.8	3.7	4.0	1.2	1.9	2.1
Establishing curriculum	0.6	1.8	1.1	2.7	3.4	3.5	1.2	2.3	1.6
Percentage of teachers who perceived having a good deal of control in their classroom over:									
Selecting textbooks and other instructional materials	0.6	1.7	1.2	2.9	4.5	4.4	1.4	1.6	1.5
Selecting content, topics, and skills to be taught	0.5	2.0	1.0	2.8	4.1	3.4	1.3	1.2	1.3
Selecting teaching techniques	0.4	1.1	0.7	1.7	1.7	1.7	0.8	0.7	0.6
Evaluating and grading students	0.3	0.8	0.6	1.6	2.2	1.6	0.7	0.9	1.1
Disciplining students	0.4	1.0	0.7	1.8	2.1	3.5	1.2	1.1	1.4
Determining the amount of homework to be assigned	0.5	1.4	0.8	2.5	3.8	2.7	1.0	1.4	0.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Private School Teacher Questionnaire).

Table S39-6 Standard errors for table 39-6

School decisions	Total	Elementary Less than 150	150–499	500–749	750 and more	Secondary Less than 150	150–499	500–749	750 and more
Percentage of principals who perceived that a group had a good deal of influence over:									
Setting discipline policy									
Governing board	1.4	2.7	1.6	5.7	—	4.6	3.0	4.0	3.6
Principal	0.6	1.3	0.5	2.1	—	1.5	0.8	1.2	0.9
Teachers	0.5	2.6	1.2	4.7	—	6.1	2.2	3.8	3.8
Parent association	1.0	2.9	1.2	3.0	—	2.9	2.1	2.7	3.2
Determining the content of in-service programs									
Governing board	1.1	2.4	1.4	4.5	—	3.1	1.8	2.3	2.5
Principal	1.2	3.4	0.7	4.0	—	2.4	1.2	1.5	1.9
Teachers	1.3	2.7	1.9	6.1	—	6.2	3.0	3.8	3.3
Parent association	0.6	1.5	0.9	1.6	—	0.3	0.9	—	—
Establishing curriculum									
Governing board	1.1	1.8	1.5	5.0	—	4.1	2.8	4.3	2.8
Principal	1.0	2.4	1.3	4.5	—	5.3	1.8	2.4	2.5
Teachers	1.2	2.7	1.7	5.4	—	5.2	2.7	3.6	3.1
Parent association	0.8	1.9	1.0	2.5	—	1.5	1.3	1.9	1.4
Deciding how the school budget will be spent									
Governing board	1.3	2.5	1.8	4.2	—	5.3	3.1	4.7	3.4
Principal	0.8	2.3	1.1	2.7	—	3.7	3.0	3.6	2.0
Teachers	0.9	2.2	1.6	4.2	—	3.4	2.2	3.6	2.3
Parent association	0.6	2.0	0.9	4.8	—	1.6	1.0	—	1.1

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Private School Principal Questionnaire).

Table S39-7 Standard errors for table 39-7

State	Percentage of teachers who perceived that teachers had a good deal of influence in their school over:			Percentage of principals who perceived that teachers had a good deal of influence over:		
	Setting discipline policy	Determining the content of in-service programs	Establishing curriculum	Setting discipline policy	Determining the content of in-service programs	Establishing curriculum
United States	**0.4**	**0.4**	**0.3**	**0.5**	**0.5**	**0.6**
Alabama	1.5	1.5	1.4	2.4	3.0	3.5
Alaska	1.6	3.9	3.8	2.9	6.1	6.9
Arizona	2.0	1.9	1.9	2.9	3.5	3.8
Arkansas	1.5	1.5	2.0	3.7	3.2	3.3
California	1.7	1.4	1.7	2.1	2.4	2.6
Colorado	2.0	1.8	1.5	3.3	3.5	3.0
Connecticut	1.8	1.3	1.6	2.3	2.7	3.1
Delaware	3.3	3.6	2.9	5.1	4.6	4.6
District of Columbia	2.7	1.8	3.3	5.7	3.7	5.3
Florida	1.5	1.5	1.5	2.4	2.8	2.8
Georgia	1.4	1.7	1.4	3.3	3.0	2.7
Hawaii	2.3	1.7	1.4	5.4	3.1	4.9
Idaho	1.4	1.6	1.5	3.9	4.5	4.2
Illinois	1.5	1.3	1.3	2.0	2.0	2.2
Indiana	1.9	1.6	2.0	3.0	4.3	4.0
Iowa	2.2	1.9	2.2	2.4	3.4	3.5
Kansas	1.8	1.4	1.5	2.6	3.0	2.5
Kentucky	3.0	2.3	2.4	5.2	4.4	5.1
Louisiana	1.6	1.4	1.6	2.3	3.1	2.5
Maine	2.1	2.3	2.0	7.1	7.8	3.2
Maryland	1.2	1.6	1.5	2.1	3.1	3.1
Massachusetts	1.3	1.5	1.3	2.5	3.0	2.6
Michigan	2.2	1.7	2.1	3.2	2.8	3.3
Minnesota	2.3	2.0	2.4	2.6	2.8	2.7
Mississippi	1.7	1.8	1.6	2.9	3.2	3.1
Missouri	1.7	1.8	2.2	3.0	2.9	3.7
Montana	2.0	1.7	2.1	3.9	2.9	2.4
Nebraska	1.6	1.4	1.2	2.4	3.0	2.8
Nevada	2.6	1.7	1.7	3.6	4.2	4.9
New Hampshire	2.0	2.3	2.0	2.1	9.8	3.0
New Jersey	2.1	1.9	2.4	3.6	3.3	3.1
New Mexico	2.5	2.0	2.4	6.1	5.7	3.3
New York	2.0	1.6	1.6	2.1	3.5	3.0
North Carolina	2.2	1.5	1.4	3.4	3.4	2.8
North Dakota	1.9	1.3	1.4	3.2	3.9	3.5
Ohio	2.0	1.9	2.0	3.6	3.4	3.8
Oklahoma	1.8	1.8	1.5	3.3	4.2	3.5
Oregon	2.7	1.9	2.0	3.3	3.7	4.0
Pennsylvania	2.1	1.6	2.1	4.2	3.8	3.6
Rhode Island	2.2	2.0	2.6	7.4	8.6	8.4
South Carolina	2.6	1.9	2.2	3.6	3.6	4.2
South Dakota	1.4	2.6	1.4	1.9	2.7	2.6
Tennessee	1.5	1.5	1.8	4.6	3.6	3.2
Texas	1.6	1.4	1.5	2.5	2.4	3.0
Utah	1.5	1.3	1.3	1.7	2.6	2.7
Vermont	4.4	3.3	3.2	2.4	2.6	4.3
Virginia	2.4	1.9	1.9	3.1	3.2	3.5
Washington	2.1	2.2	2.1	2.0	2.4	2.8
West Virginia	2.7	1.7	2.4	3.4	3.9	4.0
Wisconsin	1.8	1.9	2.1	2.1	3.0	2.2
Wyoming	1.5	1.2	1.3	6.0	5.5	3.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Public School Teacher, Private School Teacher, Public School Principal, and Private School Principal questionnaires).

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Table S40-1 Standard errors for table 40-1

School characteristics	Average hours worked per week	Average hours required at school	Average hours spent before and after school and on weekends: Total	Average hours spent before and after school and on weekends: Activities involving students	Average hours spent before and after school and on weekends: Other related activities	Average class size	Average number of classes taught per day
Total	**0.1**	**0.1**	**0.1**	***0.0**	***0.0**	**0.1**	***0.0**
Urbanicity							
Central city	0.2	0.2	0.1	0.1	0.1	0.1	0.1
Urban fringe/large town	0.2	0.1	0.1	0.1	0.1	0.1	*0.0
Rural/small town	0.2	0.1	0.1	0.1	0.1	0.1	*0.0
Percentage of students eligible for free or reduced-price lunch							
0-5	0.4	0.3	0.2	0.2	0.2	0.2	0.1
6-20	0.2	0.2	0.1	0.1	0.1	0.2	*0.0
21-40	0.2	0.1	0.1	0.1	0.1	0.2	*0.0
41-100	0.2	0.2	0.1	0.1	0.1	0.1	0.1
Percentage of students eligible for free or reduced-price lunch within urbanicity							
Central city							
0-5	0.8	0.7	0.4	0.2	0.3	0.5	0.1
6-20	0.5	0.3	0.3	0.2	0.2	0.5	0.1
21-40	0.4	0.3	0.3	0.3	0.2	0.4	0.1
41-100	0.3	0.2	0.2	0.1	0.1	0.2	0.1
Urban fringe/large town							
0-5	0.6	0.4	0.3	0.2	0.2	0.4	0.1
6-20	0.3	0.3	0.2	0.1	0.2	0.3	0.1
21-40	0.5	0.3	0.2	0.2	0.2	0.3	0.1
41-100	0.5	0.4	0.2	0.1	0.2	0.4	0.1
Rural/small town							
0-5	0.5	0.4	0.4	0.3	0.3	0.3	0.1
6-20	0.3	0.2	0.2	0.1	0.1	0.2	*0.0
21-40	0.3	0.2	0.2	0.2	0.2	0.3	*0.0
41-100	0.2	0.2	0.1	0.1	0.1	0.2	*0.0
School size							
Less than 150	0.4	0.3	0.2	0.2	0.1	0.3	0.1
150-499	0.2	0.2	0.1	0.1	0.1	0.2	0.1
500-749	0.2	0.2	0.1	0.1	0.1	0.2	*0.0
750 or more	0.2	0.1	0.1	0.1	0.1	0.1	*0.0
Percentage of minority students							
Less than 5	0.2	0.1	0.1	0.1	0.1	0.2	*0.0
5-19	0.2	0.2	0.1	0.1	0.1	0.2	*0.0
20-49	0.2	0.2	0.1	0.1	0.1	0.2	*0.0
50-100	0.2	0.2	0.1	0.1	0.1	0.2	0.1

* Standard errors less than 0.05 are rounded to 0.0.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Public School Teacher Questionnaire).

Table S40-2 Standard errors for table 40-2

School characteristics	Average hours worked per week	Average hours required at school	Average hours spent before and after school and on weekends: Total	Average hours spent before and after school and on weekends: Activities involving students	Average hours spent before and after school and on weekends: Other related activities	Average class size	Average number of classes taught per day
Total	**0.2**	**0.1**	**0.1**	**0.1**	**0.1**	**0.1**	***0.0**
Urbanicity							
Central city	0.3	0.2	0.2	0.1	0.2	0.2	0.1
Urban fringe/large town	0.3	0.2	0.2	0.1	0.1	0.2	0.1
Rural/small town	0.6	0.4	0.4	0.2	0.3	0.4	0.1
School size							
Less than 150	0.4	0.3	0.3	0.1	0.3	0.3	0.1
150–499	0.3	0.2	0.2	0.1	0.1	0.2	0.1
500–749	0.5	0.3	0.3	0.2	0.2	0.5	0.1
750 or more	0.5	0.3	0.4	0.2	0.3	0.4	0.1
Percentage of minority students							
Less than 5	0.4	0.3	0.3	0.1	0.2	0.3	0.1
5–19	0.3	0.2	0.2	0.1	0.1	0.3	0.1
20–49	0.4	0.3	0.4	0.2	0.3	0.4	0.1
50–100	0.7	0.5	0.4	0.2	0.3	0.6	0.1

* Standard error less than 0.05 is rounded to 0.0.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Private School Teacher Questionnaire).

Table S40-3 Standard errors for table 40-3

School characteristics and years of experience	Public			Private		
	Committee to integrate academic skills into vocational education	Other curriculum committee	Committee on selecting textbooks or materials	Committee to integrate academic skills into vocational education	Other curriculum committee	Committee on selecting textbooks or materials
Total	**0.3**	**0.4**	**0.3**	**0.4**	**0.6**	**0.6**
Urbanicity						
Central city	0.7	0.8	0.5	0.6	1.1	0.9
Urban fringe/large town	0.4	0.9	0.7	0.5	1.1	1.1
Rural/small town	0.3	0.5	0.4	0.9	1.3	1.5
Percentage of students eligible for free or reduced-price lunch						
0–5	1.0	1.1	1.2	—	—	—
6–20	0.5	0.8	0.7	—	—	—
21–40	0.6	1.0	0.7	—	—	—
41–100	0.5	0.7	0.5	—	—	—
Percentage of students eligible for free or reduced-price lunch within urbanicity						
Central city						
0–5	2.2	3.0	3.3	—	—	—
6–20	1.1	1.4	1.4	—	—	—
21–40	1.2	1.9	1.1	—	—	—
41–100	1.0	1.2	0.8	—	—	—
Urban fringe/large town						
0–5	1.3	1.6	1.6	—	—	—
6–20	0.8	1.6	1.2	—	—	—
21–40	1.1	2.0	1.8	—	—	—
41–100	1.0	1.6	1.5	—	—	—
Rural/small town						
0–5	1.3	1.3	2.1	—	—	—
6–20	0.8	1.1	1.0	—	—	—
21–40	0.8	1.3	1.0	—	—	—
41–100	0.6	1.0	0.8	—	—	—
School size						
Less than 150	0.8	1.3	1.1	0.7	1.3	1.1
150–499	0.4	0.7	0.6	0.5	0.9	1.0
500–749	0.5	1.0	0.7	0.9	1.8	2.0
750 or more	0.5	0.5	0.5	0.8	1.6	1.2
Percentage of minority students						
Less than 5	0.4	0.6	0.6	0.6	1.1	1.2
5–19	0.5	0.9	0.8	0.6	1.1	1.2
20–49	0.5	0.9	0.6	1.3	1.5	1.7
50–100	0.6	0.7	0.6	0.9	1.5	1.7
Years of teaching experience						
3 years or less	0.8	1.1	0.8	0.4	0.9	1.0
4 years and more	0.3	0.5	0.3	0.5	0.7	0.8

— Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Public School Teacher and Private School Teacher questionnaires).

Table S40-4 Standard errors for table 40-4

State	Average hours worked per week	Average hours required at school	Average hours spent before and after school and on weekends: Total	Average hours spent before and after school and on weekends: Activities involving students	Average hours spent before and after school and on weekends: Other related activities	Average class size	Average number of classes taught per day
United States	**0.1**	**0.1**	***0.0**	***0.0**	***0.0**	**0.3**	***0.0**
Alabama	0.7	0.5	0.3	0.2	0.2	0.4	*0.0
Alaska	0.5	0.5	0.4	0.3	0.2	0.4	0.1
Arizona	0.6	0.4	0.3	0.2	0.3	0.2	0.1
Arkansas	0.5	0.4	0.3	0.2	0.3	0.3	0.1
California	0.5	0.4	0.3	0,2	0.2	0.3	0.1
Colorado	0.5	0.3	0.3	0.2	0.3	0.3	0.1
Connecticut	0.5	0.3	0.3	0.2	0.2	0.4	0.2
Delaware	0.9	0.6	0.5	0.3	0.3	0.6	0.2
District of Columbia	0.8	0.5	0.7	0.3	0.4	0.4	0.2
Florida	0.4	0.3	0.2	0.1	0.2	0.2	0.1
Georgia	0.5	0.4	0.2	0.2	0.1	0.3	0.1
Hawaii	0.4	0.3	0.4	0.2	0.3	0.3	0.2
Idaho	0.4	0.4	0.3	0.2	0.2	0.3	0.1
Illinois	0.4	0.3	0.2	0.1	0.2	0.3	0.1
Indiana	0.5	0.4	0.3	0.2	0.2	0.4	*0.0
Iowa	0.6	0.4	0.4	0.2	0.3	0.3	0.1
Kansas	0.5	0.3	0.3	0.2	0.2	0.5	*0.0
Kentucky	0.6	0.4	0.4	0.3	0.3	0.2	0.1
Louisiana	0.3	0.3	0.2	0.1	0.2	0.5	0.1
Maine	0.5	0.4	0.3	0.2	0.2	0.5	0.2
Maryland	0.5	0.3	0.4	0.2	0.3	0.3	0.1
Massachusetts	0.3	0.2	0.2	0.2	0.2	0.8	0.1
Michigan	0.5	0.3	0.3	0.2	0.3	0.5	0.1
Minnesota	0.4	0.4	0.3	0.2	0.2	0.7	0.1
Mississippi	0.5	0.5	0.3	0.2	0.2	0.4	0.1
Missouri	0.6	0.4	0.3	0.2	0.2	0.4	0.1
Montana	0.5	0.2	0.3	0.3	0.2	0.4	0.1
Nebraska	0.4	0.3	0.2	0.2	0.1	0.6	0.1
Nevada	0.7	0.6	0.3	0.2	0.3	0.4	0.1
New Hampshire	0.6	0.4	0.4	0.3	0.3	0.5	0.1
New Jersey	0.5	0.4	0.4	0.2	0.3	0.4	0.1
New Mexico	0.4	0.4	0.3	0.2	0.2	0.3	*0.0
New York	0.5	0.3	0.3	0.2	0.3	0.3	0.1
North Carolina	0.5	0.4	0.3	0.3	0.2	0.4	0.1
North Dakota	0.4	0.4	0.3	0.2	0.2	0.4	0.1
Ohio	0.6	0.4	0.4	0.2	0.3	0.4	0.1
Oklahoma	0.5	0.3	0.3	0.2	0.2	0.4	*0.0
Oregon	0.5	0.4	0.4	0.3	0.2	0.3	0.1
Pennsylvania	0.5	0.5	0.3	0.2	0.2	0.7	0.1
Rhode Island	0.6	0.3	0.5	0.3	0.4	0.4	0.2
South Carolina	0.5	0.4	0.3	0.2	0.2	0.4	0.1
South Dakota	0.8	0.6	0.4	0.2	0.3	0.5	0.1
Tennessee	0.4	0.4	0.2	0.2	0.2	0.4	0.1
Texas	0.5	0.4	0.2	0.2	0.2	0.3	0.1
Utah	0.3	0.3	0.2	0.2	0.2	0.6	0.1
Vermont	1.1	0.5	1.0	0.4	0.7	0.3	0.2
Virginia	0.6	0.5	0.3	0.2	0.3	0.7	0.1
Washington	0.4	0.4	0.4	0.3	0.2	0.4	0.1
West Virginia	0.4	0.4	0.3	0.2	0.2	0.3	0.1
Wisconsin	0.4	0.3	0.3	0.2	0.2	0.4	0.1
Wyoming	0.4	0.3	0.3	0.2	0.2	0.1	0.1

* Standard errors less than 0.05 are rounded to 0.0.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Public School Teacher and Private School Teacher questionnaires).

Table S41-1 Standard errors for table 41-1

Instructional method	Total	Control and type of institution Public 4-year	 Private 4-year	 Public 2-year
Teaching tools				
Computational tools/software	0.6	0.9	1.0	1.0
Computer aided instruction	0.5	0.7	1.0	1.0
Grading				
Grading on a curve	0.5	0.9	1.1	0.9
Competency-based grading	0.5	0.8	1.2	0.9
Assignments				
Multiple drafts of written work	0.5	0.8	1.0	0.7
Student presentations	0.6	0.9	1.0	1.0
Student evaluations	0.6	0.8	1.2	0.9
Term/research papers	0.6	0.9	1.2	0.9
Midterms/finals				
Multiple choice	0.6	1.0	1.6	0.9
Short answer	0.5	0.8	1.2	0.9
Essay	0.6	0.9	1.3	1.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Study of Postsecondary Faculty, 1993.

Table S41-2 Standard errors for table 41-2

Instructional method	Total	Academic rank Full Professor	 Associate professor	 Assistant professor	 Instructor	 Lecturer
Teaching tools						
Computational tools/software	0.6	1.1	1.1	1.3	0.9	1.8
Computer aided instruction	0.5	1.1	1.1	1.1	0.9	1.7
Grading						
Grading on a curve	0.5	1.1	1.2	1.2	0.9	2.4
Competency-based grading	0.5	1.0	1.1	1.1	1.0	2.7
Assignments						
Multiple drafts of written work	0.5	1.0	1.1	1.0	0.8	1.8
Student presentations	0.6	1.2	1.3	1.2	1.0	2.1
Student evaluations	0.6	1.1	1.1	1.1	0.9	2.2
Term/research papers	0.6	1.0	1.2	1.2	1.0	2.6
Midterms/finals						
Multiple choice	0.6	1.2	1.3	1.3	1.0	2.3
Short answer	0.5	1.1	1.3	1.2	0.9	2.4
Essay	0.6	1.3	1.2	1.0	0.9	2.3

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Study of Postsecondary Faculty, 1993.

Table S41-3 Standard errors for table 41-3

Instructional method	Total	Type of institution					
		Research	Doctoral	Comprehensive	Liberal arts	2-year	Other
Teaching tools							
Computational tools/software	0.6	1.5	1.7	0.9	1.5	1.0	4.0
Computer aided instruction	0.5	1.2	1.6	0.8	1.5	0.9	2.9
Grading							
Grading on a curve	0.5	1.7	1.5	1.0	1.4	0.9	3.7
Competency-based grading	0.5	1.7	1.8	0.9	1.9	0.9	3.3
Assignments							
Multiple drafts of written work	0.5	1.4	1.5	1.0	1.6	0.7	2.3
Student presentations	0.6	1.8	1.3	0.9	1.5	1.0	2.9
Student evaluations	0.6	1.4	1.4	0.9	2.3	0.9	4.7
Term/research papers	0.6	1.8	1.8	0.9	1.9	0.9	3.4
Midterms/finals							
Multiple choice	0.6	1.7	1.8	1.0	3.0	0.8	4.2
Short answer	0.5	1.6	1.4	0.9	2.2	0.9	2.6
Essay	0.6	1.9	2.0	0.9	2.1	1.1	2.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Study of Postsecondary Faculty, 1993.

Table S43-1 Standard errors for 43-3

	Black					Hispanic				
	Public schools					Public schools				
Year	Total	Central cities	Other metro-politan	Non-metro-politan	Private schools	Total	Central cities	Other metro-politan	Non-metro-politan	Private schools
1970	0.3	0.7	0.3	0.5	0.4	—	—	—	—	—
1971	0.3	0.7	0.3	0.5	0.4	—	—	—	—	—
1972	0.3	0.6	0.3	0.4	0.5	0.2	0.4	0.2	0.3	0.4
1973	0.3	0.6	0.3	0.4	0.5	0.2	0.4	0.2	0.3	0.4
1974	0.3	0.7	0.3	0.5	0.5	0.2	0.4	0.2	0.3	0.5
1975	0.3	0.7	0.3	0.5	0.5	0.2	0.4	0.2	0.3	0.5
1976	0.3	0.7	0.3	0.5	0.5	0.2	0.4	0.3	0.3	0.5
1977	0.3	0.7	0.3	0.5	0.5	0.2	0.4	0.2	0.2	0.5
1978	0.3	0.7	0.3	0.5	0.5	0.2	0.5	0.3	0.2	0.5
1979	0.3	0.7	0.[illegible]	0.5	0.6	0.2	0.5	0.2	0.3	0.5
1980	—	—	—	—	—	—	—	—	—	—
1981	0.3	0.7	0.3	0.5	0.6	0.2	0.5	0.3	0.3	0.6
1982	0.3	0.8	0.4	0.5	0.6	0.2	0.6	0.3	0.3	0.6
1983	0.3	0.8	0.4	0.5	0.6	0.3	0.6	0.3	0.3	0.6
1984	0.3	—	—	—	0.6	0.2	—	—	—	0.6
1985	0.3	0.8	0.4	0.5	0.6	0.3	0.7	0.4	0.3	0.6
1986	0.3	0.7	0.3	0.5	0.6	0.3	0.6	0.3	0.4	0.6
1987	0.3	0.7	0.3	0.5	0.7	0.3	0.6	0.4	0.4	0.7
1988	0.3	0.8	0.4	0.5	0.8	0.3	0.7	0.4	0.5	0.8
1989	0.3	0.8	0.4	0.5	0.8	0.3	0.7	0.4	0.5	0.8
1990	0.3	0.8	0.4	0.5	0.7	0.3	0.6	0.4	0.4	0.7
1991	0.3	0.7	0.4	0.5	0.7	0.3	0.6	0.4	0.4	0.7
1992	0.3	0.7	0.4	0.5	0.7	0.3	0.6	0.4	0.4	0.7
1993	0.3	0.7	0.4	0.5	0.8	0.3	0.7	0.4	0.5	0.7
1994	0.3	0.7	0.3	0.5	0.8	0.3	0.7	0.4	0.5	0.8
1995	0.3	0.7	0.4	0.5	0.7	0.3	0.7	0.4	0.5	0.7

— Not available.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Current Population Reports*, Series P-20, "Level of Enrollment Below College for Persons 3 to 24 Years Old, by Control of School, Metropolitan Status, Sex, Race, and Hispanic Origin," various years, and October Current Population Surveys.

Table S44-1 Standard errors for table 44-1

Selected family characteristics	1972	1977	1982	1987	1992	1997
Race/ethnicity of young adults						
White	0.6	0.6	0.7	0.8	0.9	0.9
Black	0.5	0.5	0.6	0.6	0.7	0.7
Hispanic	0.3	0.4	0.4	0.5	0.6	0.6
Other	0.2	0.2	0.3	0.3	0.4	0.4
Mother's highest education level						
Less than high school diploma	0.6	0.6	0.6	0.6	0.6	0.5
High school diploma or GED	0.6	0.6	0.6	0.7	0.7	0.7
Some college	0.4	0.4	0.5	0.5	0.6	0.6
Bachelor's degree or higher	0.3	0.3	0.4	0.4	0.5	0.5
Father's highest education level						
Less than high school diploma	0.6	0.6	0.6	0.6	0.6	0.6
High school diploma or GED	0.6	0.6	0.7	0.7	0.8	0.7
Some college	0.4	0.4	0.5	0.6	0.7	0.7
Bachelor's degree or higher	0.5	0.5	0.6	0.6	0.7	0.7
Mother's employment status						
Employed	0.6	0.6	0.7	0.7	0.7	0.7
Unemployed, looking for work	0.2	0.2	0.3	0.3	0.3	0.3
Not in labor force	0.6	0.6	0.6	0.6	0.7	0.6
Father's employment status						
Employed	0.4	0.4	0.5	0.5	0.6	0.5
Unemployed, looking for work	0.2	0.3	0.3	0.3	0.4	0.3
Not in labor force	0.3	0.4	0.4	0.4	0.4	0.4
Family type						
Two-parent household	0.6	0.6	0.7	0.8	0.9	0.9
Father as head of household	0.2	0.3	0.3	0.3	0.4	0.4
Mother as head of household	0.6	0.6	0.7	0.8	0.9	0.8
Number of other children in household						
0–1	0.8	0.8	0.9	0.9	1.0	0.9
2–3	0.8	0.8	0.9	0.8	0.9	0.9
4 or more	0.7	0.6	0.5	0.4	0.5	0.4
Age of mother at child's birth						
Under 20	0.5	0.5	0.6	0.6	0.7	0.6
20–24	0.7	0.8	0.8	0.9	1.0	0.9
25–29	0.7	0.7	0.8	0.8	1.0	0.9
30 or older	0.8	0.7	0.8	0.8	0.8	0.9
Median family income (in 1997 constant dollars)	—	—	—	—	—	—

—Not available.

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

Table S44-2 Standard errors for table 44-2

Selected family characteristics	1972	1977	1982	1987	1992	1997
Mother's highest education level						
Less than high school diploma	0.6	0.6	0.6	0.6	0.6	0.5
High school diploma or GED	0.7	0.7	0.7	0.8	0.9	0.8
Some college	0.4	0.4	0.5	0.6	0.8	0.7
Bachelor's degree or higher	0.4	0.4	0.5	0.5	0.7	0.7
Father's highest education level						
Less than high school diploma	0.7	0.6	0.7	0.6	0.6	0.5
High school diploma or GED	0.7	0.7	0.8	0.8	0.9	0.8
Some college	0.4	0.5	0.6	0.6	0.8	0.8
Bachelor's degree or higher	0.5	0.6	0.7	0.7	0.9	0.8
Mother's employment status						
Employed	0.7	0.7	0.7	0.8	0.8	0.8
Unemployed, looking for work	0.2	0.2	0.3	0.3	0.4	0.3
Not in labor force	0.7	0.7	0.7	0.7	0.8	0.7
Father's employment status						
Employed	0.4	0.4	0.5	0.5	0.6	0.6
Unemployed, looking for work	0.2	0.3	0.4	0.3	0.4	0.3
Not in labor force	0.3	0.3	0.4	0.4	0.5	0.5
Family type						
Two-parent household	0.6	0.6	0.8	0.8	1.0	1.0
Father as head of household	0.2	0.3	0.3	0.4	0.5	0.5
Mother as head of household	0.5	0.6	0.7	0.8	0.9	0.9
Number of other children in household						
0–1	0.9	0.9	1.0	1.0	1.1	1.1
2–3	0.9	0.9	1.0	1.0	1.1	1.1
4 or more	0.7	0.6	0.5	0.4	0.5	0.5
Age of mother at child's birth						
Under 20	0.5	0.5	0.6	0.7	0.8	0.7
20–24	0.8	0.8	1.0	1.0	1.1	1.1
25–29	0.8	0.8	0.9	1.0	1.2	1.2
30 or older	0.9	0.8	0.9	0.9	1.0	1.1
Median family income (in 1997 constant dollars)	—	—	—	—	—	—

—Not available.

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

Table S44-3 Standard errors for table 44-3

Selected family characteristics	1972	1977	1982	1987	1992	1997
Mother's highest education level						
Less than high school diploma	1.9	1.9	2.0	2.0	2.0	1.6
High-school diploma or GED	1.8	1.8	1.9	2.0	2.3	1.9
Some college	0.9	1.0	1.3	1.4	1.9	1.7
Bachelor's degree or higher	0.7	0.9	0.9	1.0	1.4	1.1
Father's highest education level						
Less than high school diploma	2.1	2.4	2.8	2.8	2.7	2.3
High school diploma or GED	1.8	2.2	2.5	2.9	3.2	2.8
Some college	1.2	1.4	1.9	2.1	2.9	2.3
Bachelor's degree or higher	0.8	1.0	1.4	1.8	2.4	1.8
Mother's employment status						
Employed	1.8	1.7	1.8	1.8	2.0	1.9
Unemployed, looking for work	0.6	0.8	1.0	0.9	1.0	0.9
Not in labor force	1.8	1.7	1.7	1.7	1.9	1.8
Father's employment status						
Employed	1.6	1.9	2.2	2.1	2.4	2.2
Unemployed, looking for work	0.9	0.9	1.2	1.4	1.5	1.3
Not in labor force	1.4	1.7	2.0	1.7	1.9	1.9
Family type						
Two-parent household	2.7	2.6	2.8	2.8	3.2	3.0
Father as head of household	1.0	0.9	0.8	0.9	1.2	1.3
Mother as head of household	2.6	2.6	2.8	2.8	3.2	3.1
Number of other children in household						
0–1	2.4	2.6	2.7	2.8	3.2	3.1
2–3	2.6	2.5	2.8	2.8	3.1	3.0
4 or more	2.7	2.3	2.1	1.8	1.7	1.7
Age of mother at child's birth						
Under 20	2.1	2.3	2.4	2.6	2.8	2.6
20–24	2.6	2.4	2.6	2.7	3.1	3.0
25–29	2.4	2.3	2.3	2.3	2.8	2.8
30 or older	2.6	2.4	2.4	2.4	2.5	2.4
Median family income (in 1997 constant dollars)	—	—	—	—	—	—

—Not available.

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

Table S44-4 Standard errors for table 44-4

Selected family characteristics	1972	1977	1982	1987	1992	1997
Mother's highest education level						
Less than high school diploma	2.4	2.5	2.4	2.6	2.6	1.6
High school diploma or GED	2.1	2.3	2.2	2.4	2.3	1.4
Some college	1.3	1.2	1.2	1.5	1.8	1.2
Bachelor's degree or higher	0.8	0.8	0.7	1.1	1.1	0.8
Father's highest education level						
Less than high school diploma	2.8	2.9	2.9	3.1	3.1	1.9
High school diploma or GED	2.2	2.4	2.4	2.6	2.6	1.6
Some college	1.5	1.7	1.7	2.0	2.2	1.4
Bachelor's degree or higher	1.3	1.6	1.4	1.7	1.8	1.1
Mother's employment status						
Employed	2.4	2.4	2.3	2.5	2.4	2.2
Unemployed, looking for work	0.8	1.0	1.2	1.1	1.3	0.9
Not in labor force	2.5	2.4	2.4	2.5	2.4	2.1
Father's employment status						
Employed	1.8	2.2	2.1	2.3	2.2	1.8
Unemployed, looking for work	1.0	1.5	1.4	1.6	1.7	1.2
Not in labor force	1.5	1.8	1.7	1.8	1.7	1.5
Family type						
Two-parent household	3.4	3.2	3.3	3.5	3.5	3.1
Father as head of household	1.1	1.0	1.1	1.4	1.5	1.3
Mother as head of household	3.3	3.1	3.2	3.3	3.4	3.0
Number of other children in household						
0–1	3.4	3.7	3.6	3.7	3.7	3.3
2–3	3.9	3.5	3.6	3.6	3.5	3.3
4 or more	3.9	3.2	2.7	2.3	2.0	2.0
Age of mother at child's birth						
Under 20	2.7	2.6	2.8	2.9	2.9	2.5
20–24	3.8	3.5	3.4	3.6	3.6	3.2
25–29	3.6	3.4	3.2	3.2	3.3	3.0
30 or older	3.6	3.4	3.3	3.3	3.1	2.8
Median family income (in 1997 constant dollars)	—	—	—	—	—	—

—Not available.

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

Table S45-1 Standard errors for table 45-3

Type of disability	1986	1988	1990	1992
Total				
All disabilities listed	0.02	0.02	0.02	0.01
Specific learning disabilities	0.02	0.02	0.02	0.01
Mental retardation	0.02	0.02	0.02	0.02
Serious emotional disturbance	0.02	0.02	0.02	0.02
Male				
All disabilities listed	0.09	0.09	0.08	0.08
Specific learning disabilities	0.09	0.09	0.08	0.08
Mental retardation	0.09	0.09	0.08	0.08
Serious emotional disturbance	0.09	0.09	0.09	0.08
Female				
All disabilities listed	0.16	0.16	0.15	0.14
Specific learning disabilities	0.16	0.16	0.15	0.15
Mental retardation	0.17	0.17	0.16	0.15
Serious emotional disturbance	0.17	0.17	0.16	0.15
White				
All disabilities listed	0.02	0.02	0.02	0.02
Specific learning disabilities	0.02	0.02	0.02	0.02
Mental retardation	0.02	0.02	0.02	0.02
Serious emotional disturbance	0.02	0.02	0.02	0.02
Black				
All disabilities listed	0.04	0.04	0.04	0.04
Specific learning disabilities	0.04	0.04	0.04	0.04
Mental retardation	0.04	0.04	0.04	0.04
Serious emotional disturbance	0.04	0.04	0.04	0.04
Hispanic				
All disabilities listed	0.05	0.05	0.04	0.04
Specific learning disabilities	0.05	0.05	0.04	0.04
Mental retardation	0.05	0.05	0.05	0.04
Serious emotional disturbance	0.05	0.05	0.05	0.04

SOURCE: U.S. Department of Education, Office for Civil Rights, *National Summaries from the Elementary and Secondary School Civil Rights Survey*, various years.

Table S46-1 Standard errors for table 46-1

Type of drug	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
Alcohol	0.4	0.3	0.3	0.2	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3
Marijuana	0.5	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4
Any illicit drug other than marijuana	0.5	0.4	0.3	0.3	0.4	0.4	0.4	0.3	0.4	0.4	0.4	0.4
Stimulants	0.4	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3
LSD	0.3	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Cocaine	0.2	0.2	0.2	0.2	0.3	0.3	0.2	0.2	0.2	0.3	0.3	0.3
Sedatives	0.3	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Tranquilizers	0.3	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Inhalants	—	0.1	0.1	0.1	0.2	0.2	0.1	0.2	0.2	0.2	0.2	0.2

Type of drug	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997
Alcohol	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.4	0.4	0.4	0.3
Marijuana	0.4	0.4	0.4	0.4	0.3	0.3	0.3	0.4	0.4	0.4	0.4
Any illicit drug other than marijuana	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3
Stimulants	0.3	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
LSD	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Cocaine	0.2	0.2	0.2	0.2	0.2	0.1	0.1	0.2	0.2	0.2	0.2
Sedatives	0.2	0.1	0.1	0.2	0.2	0.1	0.1	0.2	0.2	0.2	0.2
Tranquilizers	0.2	0.2	0.1	0.1	0.2	0.1	0.1	0.2	0.2	0.2	0.2
Inhalants	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2

— Not available

SOURCE: University of Michigan, Survey Research Center, Institute for Social Research, *Monitoring the Future Study*.

Table S46-2 Standard errors for table 46-2

Type of drug and grade	1991	1992	1993	1994	1995	1996	1997
Alcohol							
8th-graders	0.3	0.3	0.3	0.3	0.3	0.3	0.3
10th-graders	0.4	0.4	0.4	0.4	0.4	0.4	0.4
12th-graders	0.4	0.4	0.4	0.4	0.4	0.4	0.4
Marijuana/hashish							
8th-graders	0.1	0.1	0.2	0.2	0.2	0.2	0.2
10th-graders	0.2	0.2	0.3	0.3	0.3	0.3	0.3
12th-graders	0.3	0.3	0.3	0.3	0.3	0.3	0.3
Any illicit drug other than marijuana							
8th-graders	0.1	0.2	0.2	0.2	0.2	0.2	0.2
10th-graders	0.2	0.2	0.2	0.2	0.2	0.2	0.2
12th-graders	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Stimulants							
8th-graders	0.1	0.1	0.1	0.1	0.2	0.2	0.1
10th-graders	0.1	0.2	0.2	0.2	0.2	0.2	0.2
12th-graders	0.1	0.1	0.1	0.2	0.2	0.2	0.2
LSD							
8th-graders	0.1	0.1	0.1	0.1	0.1	0.1	0.1
10th-graders	0.1	0.1	0.1	0.1	0.1	0.1	0.1
12th-graders	0.1	0.1	0.1	0.1	0.2	0.1	0.1
Cocaine							
8th-graders	0.1	0.1	0.1	0.1	0.1	0.1	0.1
10th-graders	0.1	0.1	0.1	0.1	0.1	0.1	0.1
12th-graders	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Tranquilizers							
8th-graders	0.1	0.1	0.1	0.1	0.1	0.1	0.1
10th-graders	0.1	0.1	0.1	0.1	0.1	0.1	0.1
12th-graders	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Cigarettes							
8th-graders	0.3	0.3	0.3	0.3	0.3	0.3	0.3
10th-graders	0.3	0.3	0.3	0.3	0.3	0.4	0.4
12th-graders	0.4	0.4	0.4	0.4	0.4	0.4	0.4
Inhalants							
8th-graders	0.2	0.2	0.2	0.2	0.2	0.2	0.2
10th-graders	0.1	0.1	0.1	0.1	0.1	0.1	0.1
12th-graders	0.1	0.1	0.1	0.1	0.1	0.1	0.1

NOTE: Some numbers are revised from previously published figures.

SOURCE: University of Michigan, Survey Research Center, Institute for Social Research, *Monitoring the Future Study*.

Table S46-3 Standard errors for table 46-3

Type of drug and grade	1992	1993	1994	1995	1996	1997
Alcohol						
8th-graders	0.5	0.3	0.3	0.3	0.3	0.3
10th-graders	0.5	0.4	0.4	0.4	0.4	0.4
12th-graders	—	—	—	—	—	—
Marijuana						
8th-graders	0.5	0.4	0.4	0.4	0.4	0.4
10th-graders	0.6	0.4	0.4	0.3	0.3	0.3
12th-graders	0.7	0.7	0.7	0.6	0.7	0.6
Heroin						
8th-graders	0.4	0.3	0.3	0.3	0.3	0.3
10th-graders	0.5	0.4	0.3	0.3	0.4	0.4
12th-graders	0.9	0.9	0.9	0.9	1.0	0.9
LSD						
8th-graders	0.4	0.3	0.3	0.3	0.3	0.3
10th-graders	0.6	0.4	0.4	0.4	0.4	0.4
12th-graders	1.0	1.0	1.0	1.0	1.0	1.0
Cocaine						
8th-graders	0.5	0.3	0.3	0.4	0.3	0.3
10th-graders	0.6	0.4	0.4	0.4	0.4	0.4
12th-graders	1.0	1.0	1.0	1.0	1.0	1.0
Tranquilizers						
8th-graders	0.5	0.3	0.3	0.3	0.3	0.3
10th-graders	0.6	0.4	0.4	0.4	0.4	0.4
12th-graders	1.0	1.0	1.0	1.0	1.0	1.0
Cigarettes						
8th-graders	0.5	0.3	0.3	0.3	0.3	0.3
10th-graders	0.4	0.3	0.2	0.2	0.2	0.3
12th-graders	—	—	—	—	—	—

— Not available.

SOURCE: University of Michigan, Survey Research Center, Institute for Social Research, *Monitoring the Future Study*.

Table S47-1 Standard errors for table 47-1

Year	Had something stolen		Property deliberately damaged		Injured with a weapon		Threatened with a weapon		Injured without a weapon		Threatened without a weapon	
	White	Black	White	Black	White	Black	White	Black	White	Black	White	Black
1976	1.2	3.3	1.1	3.3	0.6	2.2	0.8	2.6	0.9	2.6	1.0	2.9
1977	1.2	2.9	1.1	2.5	0.6	1.9	0.8	2.5	0.8	1.9	1.0	2.5
1978	1.1	2.9	1.1	2.5	0.4	1.4	0.7	2.2	0.7	2.2	0.9	2.4
1979	1.2	3.3	1.0	2.9	0.5	2.2	0.8	2.6	0.8	2.2	1.0	2.9
1980	1.2	2.9	1.2	2.5	0.5	1.9	0.8	2.5	0.8	2.2	1.0	2.5
1981	1.2	2.6	1.1	2.6	0.5	2.0	0.9	2.3	0.9	2.3	0.9	2.4
1982	1.1	2.9	1.1	3.1	0.5	1.4	0.9	2.2	0.9	1.9	0.9	2.5
1983	1.2	2.9	1.1	2.9	0.6	1.4	0.8	2.2	0.9	2.2	0.9	2.5
1984	1.2	2.9	1.0	2.9	0.5	1.4	0.8	2.2	0.8	2.2	1.0	2.5
1985	1.2	2.9	1.2	2.9	0.6	1.9	0.8	2.5	0.9	2.5	1.0	2.9
1986	1.3	3.3	1.2	2.9	0.6	1.6	0.9	2.6	0.9	2.6	1.1	2.9
1987	1.3	3.3	1.2	3.1	0.6	1.6	0.9	2.7	0.9	2.6	1.1	2.9
1988	1.3	3.1	1.2	2.9	0.6	1.9	0.9	2.5	0.9	2.2	1.0	2.9
1989	1.3	3.6	1.3	3.3	0.6	2.2	0.8	2.9	1.0	2.9	1.1	2.9
1990	1.4	3.6	1.3	3.3	0.6	2.2	0.8	2.9	1.0	2.2	1.1	2.9
1991	1.4	3.6	1.3	2.9	0.6	2.2	1.0	2.9	1.0	2.6	1.3	3.3
1992	1.4	3.6	1.4	3.3	0.7	1.6	0.9	2.9	1.1	2.6	1.4	2.9
1993	1.6	3.6	1.4	3.3	0.7	1.6	1.1	2.9	0.9	2.2	1.3	2.9
1994	1.5	4.4	1.4	3.6	0.6	2.4	1.1	3.4	1.0	2.8	1.4	3.6
1995	1.5	4.1	1.4	3.7	0.6	2.4	1.0	3.3	1.0	2.4	1.4	3.5
1996	1.6	4.1	1.4	3.7	0.6	2.5	1.1	3.1	1.0	3.0	1.3	3.4

NOTE: The methodology for computing standard errors for 1994–96 differs from that of previous years.

SOURCE: University of Michigan, Survey Research Center, Institute for Social Research, *Monitoring the Future Study*.

Table S47-2 Standard errors for table 47-2

Year	Had something stolen	Property deliberately damaged	Injured with a weapon	Threatened with a weapon	Injured without a weapon	Threatened without a weapon
			Large metropolitan statistical area			
1994	2.1	1.8	0.9	1.5	1.4	1.8
1995	2.1	1.8	0.9	1.5	1.4	1.8
1996	2.7	2.5	1.3	2.0	1.8	2.2
			Other metropolitan statistical area			
1994	1.8	1.7	0.9	1.3	1.2	1.6
1995	1.8	1.7	0.8	1.3	1.2	1.6
1996	1.8	1.6	0.7	1.2	1.2	1.5
			Nonmetropolitan statistical area			
1994	2.6	2.4	1.0	1.9	1.7	2.3
1995	2.7	2.5	1.2	1.8	1.7	2.4
1996	2.3	2.1	1.1	1.6	1.5	2.0

SOURCE: University of Michigan, Survey Research Center, Institute for Social Research, *Monitoring the Future Study*.

Table S48-1 Standard errors for table 48-1

Selected school and teacher characteristics	Parent		Student					
	Lack of involvement	Alcoholism and/ or drug abuse	Apathy	Alcohol use	Poor nutrition	Drug abuse	Poor health	Preg-nancy
	School year 1987–88							
Total	**—**	**—**	**—**	**0.2**	**—**	**0.1**	**—**	**0.2**
Public	—	—	—	0.2	—	0.1	—	0.2
Teacher level								
Elementary	—	—	—	0.1	—	0.1	—	0.1
Secondary	—	—	—	0.4	—	0.3	—	0.3
Urbanicity								
Central city	—	—	—	0.4	—	0.4	—	0.5
Urban fringe/large town	—	—	—	0.4	—	0.3	—	0.4
Rural/small town	—	—	—	0.3	—	0.2	—	0.2
Percentage of minority enrollment								
Less than 5	—	—	—	0.4	—	0.2	—	0.2
5–19	—	—	—	0.5	—	0.3	—	0.3
20–49	—	—	—	0.4	—	0.4	—	0.4
50 or more	—	—	—	0.4	—	0.4	—	0.6
Percentage of students who receive free or reduced-price lunch								
0–5	—	—	—	0.9	—	0.7	—	0.6
6–20	—	—	—	0.4	—	0.3	—	0.3
21–40	—	—	—	0.4	—	0.3	—	0.4
More than 40	—	—	—	0.3	—	0.3	—	0.4
Private	—	—	—	0.3	—	0.2	—	0.1
	School year 1990–91							
Total	**0.3**	**0.3**	**0.3**	**0.2**	**—**	**0.1**	**—**	**0.2**
Public	0.4	0.3	0.3	0.2	—	0.1	—	0.2
Teacher level								
Elementary	0.5	0.4	0.4	0.1	—	0.1	—	0.1
Secondary	0.5	0.4	0.5	0.3	—	0.3	—	0.4
Urbanicity								
Central city	1.0	0.6	0.7	0.3	—	0.2	—	0.5
Urban fringe/large town	0.8	0.6	0.7	0.3	—	0.3	—	0.3
Rural/small town	0.4	0.4	0.4	0.3	—	0.2	—	0.3
Percentage of minority enrollment								
Less than 5	0.4	0.3	0.4	0.4	—	0.2	—	0.3
5–19	0.5	0.4	0.5	0.3	—	0.2	—	0.3
20–49	0.8	0.6	0.8	0.5	—	0.4	—	0.4
50 or more	1.0	0.8	0.8	0.4	—	0.4	—	0.7

Table S48-1 Standard errors for table 48-1—Continued

Selected school and teacher characteristics	Parent		Student					
	Lack of involvement	Alcoholism and/ or drug abuse	Apathy	Alcohol use	Poor nutrition	Drug abuse	Poor health	Preg- nancy
Percentage of students who receive free or reduced-price lunch								
0–5	0.9	0.5	0.9	0.7	—	0.5	—	0.4
6–20	0.6	0.4	0.6	0.5	—	0.3	—	0.4
21–40	0.7	0.4	0.7	0.3	—	0.2	—	0.5
More than 40	0.7	0.7	0.6	0.3	—	0.3	—	0.4
Private	0.4	0.3	0.3	0.2	—	0.1	—	0.1
			School year 1993–94					
Total	**0.4**	**0.3**	**0.3**	**0.2**	**0.3**	**0.1**	**0.2**	**0.2**
Public	0.4	0.3	0.4	0.2	0.3	0.1	0.2	0.2
Teacher level								
Elementary	0.6	0.6	0.4	0.1	0.5	0.1	0.3	0.2
Secondary	0.6	0.3	0.4	0.3	0.2	0.3	0.2	0.2
Urbanicity								
Central city	0.9	0.7	0.6	0.4	0.5	0.3	0.4	0.4
Urban fringe/large town	0.8	0.6	0.6	0.3	0.5	0.2	0.4	0.2
Rural/small town	0.6	0.4	0.5	0.3	0.4	0.2	0.2	0.2
Percentage of minority enrollment								
Less than 5	0.6	0.3	0.6	0.3	0.3	0.2	0.2	0.1
5–19	0.5	0.4	0.6	0.4	0.3	0.2	0.2	0.2
20–49	1.0	0.6	0.9	0.6	0.5	0.4	0.3	0.4
50 or more	0.9	0.8	0.9	0.4	0.6	0.4	0.6	0.5
Percentage of students who receive free or reduced-price lunch								
0–5	0.9	0.4	0.8	0.8	0.3	0.6	0.2	0.2
6–20	0.8	0.3	0.8	0.5	0.2	0.3	0.1	0.2
21–40	0.8	0.4	0.8	0.4	0.4	0.4	0.3	0.2
More than 40	0.8	0.7	0.7	0.2	0.6	0.2	0.5	0.4
Private	0.2	0.2	0.3	0.2	0.2	0.2	0.1	0.1

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88, 1990–91, and 1993–94 (Public School, Private School, Public School Teacher and Private School Teacher questionnaires).

Table S49-1 Standard errors for table 49-1

Selected characteristics	Provides workshops about helping child learn at home	Provides information about helping child with homework	Informs parent about child's performance between report cards	Provides information about helping child plan for college	Informs parent about volunteer opportunities at school
Total	**0.5**	**0.4**	**0.5**	**0.9**	**0.5**
Race/ethnicity					
White	0.5	0.6	0.6	1.1	0.5
Black	1.2	1.3	1.1	2.3	1.1
Hispanic	1.2	1.3	1.4	2.5	1.4
Grade level					
Center-based programs	1.5	—	1.4	—	1.5
Kindergarten	1.5	—	1.5	—	1.4
Elementary	0.8	0.7	0.7	—	0.6
Middle school	1.2	1.1	1.2	—	1.3
High school	0.8	0.8	0.9	0.9	0.8
Household income					
$10,000 or less	1.5	1.5	1.5	3.2	1.1
10,001–20,000	1.5	1.6	1.4	2.4	1.5
20,001–35,000	1.0	1.0	1.0	1.7	0.9
35,001–50,000	1.1	1.0	1.0	1.8	0.9
50,001 or more	0.8	0.9	0.8	1.4	0.8
Parents' highest education level					
Less than high school diploma	1.7	1.8	1.7	3.4	1.6
High school diploma or GED	0.9	0.9	0.9	1.7	0.8
Some college/vocational/technical	0.9	0.9	1.0	1.7	0.9
Bachelor's degree	1.1	1.2	1.1	2.3	1.0
Graduate/professional school	1.1	1.2	1.1	2.0	1.0
Family structure					
Two biological or adoptive parents	0.6	0.6	0.6	1.1	0.6
One biological or adoptive parent	1.0	0.9	0.9	1.6	1.0
One biological/adoptive and one step par	1.4	1.4	1.3	2.4	1.4
Other relatives	2.9	3.1	2.7	5.4	2.9
Urbanicity					
Urbanized area	0.5	0.6	0.5	1.1	0.6
Not an urbanized area	1.3	1.5	1.2	2.2	1.3
Rural	0.9	0.9	1.0	1.6	1.0

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), 1996 (Parent and Family Involvement in Education component).

Table S49-2 Standard errors for table 49-2

Selected characteristics	School has written parental involvement agreement concerning participation in child's education	Teachers send parent personal notes about their child	Teachers send newsletters, memos, or notices addressed to parents	Teachers call parents on phone
Total	**0.5**	**0.4**	**0.3**	**0.5**
Race/ethnicity				
White	0.5	0.5	0.3	0.5
Black	1.2	1.4	0.8	1.2
Hispanic	1.3	1.4	0.9	1.3
Grade level				
Center-based programs	—	1.4	0.7	1.4
Kindergarten	1.6	1.6	0.7	1.6
Elementary	0.7	0.7	0.3	0.7
Middle school	1.0	1.3	0.7	1.3
High school	0.8	0.8	0.7	0.9
Household income				
$10,000 or less	1.8	1.7	1.0	1.5
10,001-20,000	1.2	1.3	0.9	1.2
20,001-35,000	1.0	1.0	0.6	0.9
35,001-50,000	1.1	1.1	0.5	0.8
50,001 or more	0.7	0.7	0.3	0.8
Parents' highest education level				
Less than high school diploma	1.9	1.6	1.3	1.6
High school diploma or GED	0.9	0.9	0.6	0.9
Some college/vocational/technical	0.8	0.8	0.4	0.8
Bachelor's degree	1.2	1.3	0.5	0.9
Graduate/professional school	1.1	1.1	0.4	1.1
Family structure				
Two biological or adoptive parents	0.6	0.6	0.3	0.5
One biological or adoptive parent	1.1	0.9	0.6	1.0
One biological/adoptive and one step parent	1.4	1.6	0.9	1.7
Other relatives	2.9	2.7	1.9	2.9
Urbanicity				
Urbanized area	0.6	0.6	0.3	0.7
Not an urbanized area	1.2	1.4	0.8	1.1
Rural	0.9	0.8	0.6	1.0

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), 1996 (Parent and Family Involvement in Education component).

Table S49-3 Standard errors for table 49-3

Selected characteristics	Participated in school activities: Attended general meeting	Attended scheduled meeting with teacher	Attended school event	Acted as a volunteer or served on a committee	Helped with homework: Never or less than once a week	1-2 times a week	3 or more times a week
Total	**0.4**	**0.3**	**0.4**	**0.4**	**0.4**	**0.5**	**0.4**
Race/ethnicity							
White	0.4	0.4	0.6	0.5	0.5	0.6	0.5
Black	0.8	0.8	1.2	1.1	1.0	1.1	1.2
Hispanic	1.0	0.9	1.2	1.2	1.2	1.2	1.4
Grade level							
Center-based programs	1.0	1.4	1.3	1.6	—	—	—
Kindergarten	0.8	0.9	1.6	1.7	—	—	—
Elementary	0.4	0.4	0.6	0.6	0.4	0.6	0.7
Middle school	1.1	0.8	1.2	1.1	1.1	1.2	1.0
High school	0.8	0.6	0.9	0.9	0.9	0.9	0.6
Household income							
$10,000 or less	1.2	1.1	1.5	1.3	1.7	1.5	1.6
10,001-20,000	1.1	1.0	1.3	1.3	1.3	1.3	1.4
20,001-35,000	0.8	0.8	0.9	0.9	0.8	1.0	1.1
35,001-50,000	0.7	0.7	0.9	1.0	1.0	1.1	1.0
50,001 or more	0.4	0.5	0.7	0.8	0.7	0.7	0.8
Parents' highest education level							
Less than high school diploma	1.3	1.1	2.0	1.4	1.6	1.6	2.0
High school diploma or GED	0.8	0.6	0.8	0.7	0.8	0.9	0.8
Some college/vocational/technical	0.5	0.6	0.8	0.7	0.8	0.8	0.9
Bachelor's degree	0.5	0.8	1.0	1.2	1.3	1.2	1.1
Graduate/professional school	0.6	0.9	0.9	1.0	1.0	1.0	1.2
Family structure							
Two biological or adoptive parents	0.4	0.3	0.5	0.5	0.5	0.6	0.6
One biological or adoptive parent	0.7	0.7	0.9	0.8	1.0	1.0	1.0
One biological/adoptive and one step parent	1.1	1.0	1.4	1.3	1.3	1.3	1.4
Other relatives	2.0	2.0	2.5	2.5	2.3	2.9	2.7
Urbanicity							
Urbanized area	0.4	0.4	0.5	0.6	0.5	0.6	0.5
Not an urbanized area	1.0	0.9	1.2	1.3	1.2	1.3	1.3
Rural	0.9	0.8	0.8	0.9	0.8	1.0	1.0

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), 1996 (Parent and Family Involvement in Education component).

Table S52-1 Standard errors for table 52-1

Selected student and institutional characteristics	Did not work	1-15 hours	16-20 hours	21-34 hours	35 or more hours	Average number of hours
Total	**0.6**	**0.5**	**0.4**	**0.6**	**0.9**	**0.3**
			Students who worked to pay school expenses			
Total	**—**	**0.9**	**0.8**	**0.9**	**1.1**	**0.3**
Attendance status in 1995-96						
Exclusively full time	—	1.1	0.9	1.2	1.1	0.4
Mixed full time/part time	—	1.7	1.7	1.9	2.3	0.5
Exclusively part time	—	2.4	2.5	2.6	3.1	0.8
Level of institution						
Less-than-2-year	—	2.4	2.7	3.3	3.6	0.9
2-year	—	1.6	1.7	2.0	2.5	0.6
4-year	—	1.1	0.8	0.9	0.8	0.3
Degree program						
Certificate	—	3.1	3.6	3.7	5.4	1.6
Associate degree	—	1.6	1.7	2.0	2.4	0.6
Bachelor's degree	—	1.1	0.8	0.9	0.8	0.3
Nondegree program	—	3.4	2.9	5.5	8.8	1.7
			Employees who took classes			
Total	**—**	**0.5**	**0.5**	**1.0**	**1.1**	**0.3**
Attendance status in 1995-96						
Exclusively full time	—	1.0	1.5	2.2	2.7	0.7
Mixed full time/part time	—	1.1	2.3	2.1	3.3	0.7
Exclusively part time	—	0.6	0.5	1.2	1.3	0.4
Level of institution						
Less-than-2-year	—	1.4	1.8	3.8	4.2	0.9
2-year	—	0.7	0.7	1.3	1.5	0.4
4-year	—	0.6	0.8	1.3	1.6	0.4
Degree program						
Certificate	—	1.0	1.0	2.6	2.9	0.6
Associate degree	—	0.8	0.9	1.4	1.7	0.5
Bachelor's degree	—	0.7	0.9	1.5	1.8	0.5
Nondegree program	—	0.7	1.6	1.4	2.2	0.8

— Not applicable

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 National Postsecondary Student Aid Study (NPSAS:96).

Table S52-2 Standard errors for table 52-2

Selected student and institutional characteristics	Total	Students who worked to pay school expenses	Employees who took classes
Total	**—**	**1.0**	**1.0**
Age as of 12/31/95			
19 or younger	—	0.9	0.9
20–23	—	1.2	1.2
24–29	—	2.4	2.4
30–39	—	2.3	2.3
40 or older	—	2.5	2.5
Attendance status in 1995–96			
Exclusively full time	—	1.1	1.1
Mixed full time/part time	—	1.8	1.8
Exclusively part time	—	1.7	1.7
Level of institution			
Less-than-2-year	—	3.3	3.3
2-year	—	1.6	1.6
4-year	—	1.1	1.1
Degree program			
Certificate	—	3.1	3.1
Associate degree	—	1.6	1.6
Bachelor's degree	—	1.1	1.1
Nondegree program	—	4.2	4.2

— Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 National Postsecondary Student Aid Study NPSAS:96).

Table S57-1 Standard errors for table 57-3

School characteristics	School earnings				Non-school compensation
	Total school earnings	Base salary	Summer supplemental earnings	Other school compensation	
Total	**$99**	**$101**	**$48**	**$30**	**$157**
Central city	185	187	105	65	263
Percentage of students eligible for free or reduced-price lunch					
0-5	904	894	205	181	1,773
6-20	466	469	134	109	325
21-40	374	383	119	156	559
41 or more	233	242	206	124	431
School level					
Elementary	225	234	184	126	503
Secondary	250	239	84	78	284
Combined	678	628	208	205	847
Percentage of minorities enrolled					
Less than 20 percent	360	353	96	82	454
20 percent or more	212	215	148	92	321
School size					
Less than 150	626	654	377	241	1,101
150-499	410	368	450	234	971
500-749	388	389	141	141	545
750 or more	334	332	98	77	266
Urban fringe/large town	259	250	71	72	388
Percentage of students eligible for free or reduced-price lunch					
0-5	777	725	162	187	1,776
6-20	492	491	128	156	361
21-40	625	618	148	152	390
41 or more	642	629	170	141	376
School level					
Elementary	417	400	107	146	743
Secondary	312	306	69	54	224
Combined	987	1,067	182	253	632
Percentage of minorities enrolled					
Less than 20 percent	421	414	101	93	263
20 percent or more	354	348	101	109	822
School size					
Less than 150	770	815	248	387	854
150-499	625	584	245	178	362
500-749	622	616	97	205	296
750 or more	413	408	75	81	787

Table S57-1 Standard errors for table 57-3—Continued

School characteristics	School earnings: Total school earnings	Base salary	Summer supplemental earnings	Other school compensation	Non-school compensation
Rural/small town	169	163	44	40	176
Percentage of students eligible for free or reduced-price lunch					
0–5	1,438	1,339	110	244	554
6–20	360	373	80	62	353
21–40	380	370	107	100	224
41 or more	318	322	64	61	364
School level					
Elementary	284	272	74	75	323
Secondary	145	137	52	43	163
Combined	607	554	127	111	696
Percentage of minorities enrolled					
Less than 20 percent	231	226	55	47	234
20 percent or more	292	291	76	76	270
School size					
Less than 150	301	302	222	99	517
150–499	229	213	65	57	312
500–749	535	529	68	97	367
750 or more	392	414	75	112	224
Percentage of students eligible for free or reduced-price lunch					
0–5	682	631	110	133	1,075
6–20	249	250	64	62	206
21–40	262	260	74	82	195
41 or more	187	192	115	63	257

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Public School Teacher Questionnaire).

Table S57-2 Standard errors for table 57-5

School characteristics	School earnings: Total school earnings	School earnings: Base salary	School earnings: Summer supplemental earnings	School earnings: Other school compensation	Non-school compensation
Total	**$228**	**$218**	**$66**	**$63**	**$173**
Central city	400	372	92	82	246
School level					
Elementary	288	285	108	154	492
Secondary	538	504	119	130	363
Combined	715	628	195	271	292
Percentage of minorities enrolled					
Less than 20 percent	437	398	108	151	448
20 percent or more	449	420	128	112	260
School size					
Less than 150	463	407	135	234	260
150-499	282	285	141	124	420
500-749	663	651	225	155	607
750 or more	752	635	194	302	687
Urban fringe/large town	321	319	118	96	276
School level					
Elementary	301	304	153	216	349
Secondary	475	414	160	191	682
Combined	816	779	210	193	617
Percentage of minorities enrolled					
Less than 20 percent	332	333	122	143	349
20 percent or more	702	657	219	254	446
School size					
Less than 150	727	657	172	372	380
150-499	401	396	160	159	354
500-749	864	820	233	263	563
750 or more	743	793	556	246	1,363
Rural/small town	448	425	145	211	415
School level					
Elementary	401	405	304	273	333
Secondary	1,146	1,071	285	599	474
Combined	846	823	186	249	665
Percentage of minorities enrolled					
Less than 20 percent	535	510	173	259	387
20 percent or more	1,202	1,227	244	544	597
School size					
Less than 150	660	612	207	464	591
150-499	460	446	244	398	522
500-749	1,565	1,509	—	443	—
750 or more	3,332	2,783	—	—	—

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Private School Teacher Questionnaire).

Table S57-3 Standard errors for table 57-6

District or school characteristics	Districts/schools with salary schedules: Percentage with salary schedules	Bachelor's, no experience	Master's, no experience	Master's, 20 years experience	Highest step on schedule	Districts/schools without salary schedules: Percentage without salary schedules	Salary range: Average lowest	Salary range: Average highest
Public school districts	**0.7**	**$66**	**$69**	**$121**	**$129**	**0.7**	**$648**	**$1,231**
Region								
Northeast	1.1	141	175	348	355	1.1	610	1,181
Midwest	1.8	94	101	211	243	1.8	717	1,721
South	0.1	43	46	76	92	0.1	—	—
West	1.5	209	221	363	367	1.5	—	—
District size								
Less than 1,000	1.4	130	150	294	289	1.4	785	1,376
1,000–4,999	0.3	88	103	195	209	0.3	435	1,672
5,000–9,999	0.3	135	150	290	336	0.3	—	—
10,000 or more	*0.0	51	59	138	157	*0.0	—	—
Percentage of minorities enrolled								
Less than 20 percent	1.0	80	88	201	208	1.0	501	1,373
20 percent or more	0.7	162	180	320	260	0.7	2,768	3,897
Percentage of minority teachers								
Less than 10 percent	0.9	76	84	178	185	0.9	681	1,285
10 percent or more	0.3	178	237	415	321	0.3	—	—
Private schools	**1.1**	**151**	**175**	**304**	**309**	**1.1**	**308**	**515**
Region								
Northeast	3.1	334	387	725	740	3.1	452	1,214
Midwest	2.4	262	280	495	530	2.4	677	967
South	2.1	242	270	394	441	2.1	546	848
West	3.5	400	428	755	793	3.5	800	1,076
School size								
Less than 150	2.1	345	397	660	692	2.1	386	645
150–499	1.1	121	139	206	212	1.1	270	749
500–749	2.2	328	381	650	731	2.2	644	1,742
750 or more	2.6	238	266	631	711	2.6	1,224	2,681
Percentage of minorities enrolled								
Less than 20 percent	1.4	186	217	390	405	1.4	301	613
20 percent or more	2.1	318	369	492	542	2.1	589	943
Percentage of minority teachers								
Less than 10 percent	1.5	174	199	362	361	1.5	360	658
10 percent or more	2.4	306	334	538	619	2.4	760	986

— Not available.

* Standard errors less than 0.05 are rounded to 0.0.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Public and Private School Teacher and Teacher Demand and Shortage questionnaires).

Table S58-1 Standard errors for table 58-1

Class subject	Percentage of students eligible for free or reduced-price lunch			
	0–5	6–20	21–40	41–100
		Did not major in class subject		
English	2.2	1.3	1.7	1.9
Social sciences	1.5	1.2	1.2	2.0
Mathematics	2.5	1.5	2.4	2.9
Science	2.8	1.6	1.6	2.0
Foreign languages	2.8	2.0	3.2	2.8
Visual and performing arts	2.2	1.3	2.2	2.1
Health and physical education	2.0	1.6	1.3	1.2
Vocational education	1.9	1.3	1.8	1.8
		Did not major or minor in class subject		
English	1.7	1.2	1.2	1.7
Social sciences	1.4	0.5	0.9	1.6
Mathematics	2.1	1.5	2.0	2.7
Science	2.3	1.1	0.9	1.2
Foreign languages	1.5	1.5	2.3	2.7
Visual and performing arts	2.2	1.3	2.2	2.1
Health and physical education	1.6	1.5	1.0	1.2
Vocational education	1.7	1.4	1.8	1.8
		Not certified in class subject		
English	1.0	0.6	0.7	1.6
Social sciences	1.2	1.2	1.2	1.7
Mathematics	1.3	1.4	1.1	2.5
Science	1.2	0.8	1.2	2.0
Foreign languages	2.2	1.6	2.4	3.3
Visual and performing arts	2.1	1.2	2.0	2.1
Health and physical education	1.6	1.8	1.2	1.7
Vocational education	1.6	1.0	1.4	1.5

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Public School Teacher Questionnaire).

Table S58-2 Standard errors for table 58-2

Class subject	Public				Private			
	0-4.	5-19	20-49	50-100	0-4	5-19	20-49	50-100
				Did not major in class subject				
English	1.3	1.1	1.4	2.1	3.9	3.7	4.1	8.7
Social sciences	1.2	1.1	1.7	1.4	1.4	5.4	1.1	—
Mathematics	1.6	1.5	2.5	2.8	4.0	3.8	6.8	6.4
Science	1.5	1.3	2.2	2.5	3.9	3.1	4.4	—
Foreign languages	2.1	2.5	3.1	2.5	6.6	5.6	6.9	—
Visual and performing arts	1.3	2.2	2.0	2.9	2.6	5.1	5.3	—
Health and physical education	1.2	1.2	1.5	2.5	—	3.7	6.8	—
Vocational education	1.3	1.1	1.9	2.7	5.9	7.9	—	—
				Did not major or minor in class subject				
English	1.1	1.1	1.2	1.6	3.8	3.8	3.9	9.4
Social sciences	1.1	0.8	1.0	1.3	1.3	5.0	0.9	—
Mathematics	1.5	1.5	2.2	2.7	3.2	3.7	6.9	6.4
Science	0.9	0.9	1.5	1.3	2.0	1.7	3.9	—
Foreign languages	1.2	1.7	2.8	1.9	6.7	6.2	7.1	—
Visual and performing arts	1.3	2.1	2.0	2.8	2.6	5.4	3.8	—
Health and physical education	0.9	1.1	1.2	2.5	—	3.7	5.4	—
Vocational education	1.2	1.0	1.9	2.5	5.9	7.9	—	—
				Not certified in class subject				
English	0.9	0.7	0.9	1.4	4.2	5.1	5.1	10.2
Social sciences	1.0	0.9	2.1	1.5	4.1	5.5	6.0	—
Mathematics	1.1	1.2	1.6	2.5	4.9	3.5	6.5	8.4
Science	1.2	0.9	1.1	2.0	3.0	3.5	5.8	—
Foreign languages	1.5	1.6	2.2	2.5	7.6	6.3	7.2	—
Visual and performing arts	1.3	1.9	2.0	2.8	6.5	6.8	7.9	—
Health and physical education	2.0	1.3	1.7	1.7	—	7.4	8.5	—
Vocational education	1.2	0.8	1.5	1.4	6.7	8.4	—	—

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Public and Private School Teacher questionnaires).

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Table S58-3 Standard errors for table 58-3

Class subject	Central city				Urban fringe/large town				Rural/small town			
	0-5	6-20	21-40	41-100	0-5	6-20	21-40	41-100	0-5	6-20	21-40	41-100
Did not major in class subject												
English	5.5	2.9	3.3	3.4	2.6	2.1	3.1	2.9	3.3	1.8	2.0	2.6
Social sciences	2.0	4.0	2.7	2.8	1.5	1.6	2.1	3.0	4.6	1.8	1.8	2.8
Mathematics	6.0	3.8	5.8	4.9	3.3	2.2	3.5	8.6	3.5	2.5	3.6	2.6
Science	9.6	3.0	3.3	3.8	3.1	3.4	4.0	5.0	3.3	1.6	1.9	3.0
Foreign languages	5.7	3.0	7.7	4.2	3.7	3.2	4.1	—	5.2	2.9	4.3	5.2
Visual and performing arts	16.7	3.2	4.4	4.4	1.6	1.4	5.9	4.6	2.0	2.0	2.7	2.6
Health and physical education	2.5	2.6	3.5	1.4	2.9	3.6	1.5	4.9	4.0	1.5	1.7	2.2
Vocational education	6.2	3.5	4.2	4.5	2.6	2.2	3.3	5.7	2.8	1.8	2.3	1.9
Did not major or minor in class subject												
English	5.3	2.7	1.5	2.6	1.7	1.6	2.5	2.3	3.2	1.6	1.7	2.7
Social sciences	1.4	1.4	2.2	2.6	1.2	0.7	2.0	1.2	4.5	0.9	1.6	1.8
Mathematics	6.7	3.0	5.6	4.3	2.8	2.3	2.7	10.2	2.9	2.2	2.0	2.0
Science	0.2	1.8	2.3	2.0	3.0	2.4	2.3	4.9	2.9	1.4	1.0	1.7
Foreign languages	5.6	1.5	5.2	4.1	2.2	2.9	3.6	—	5.1	2.0	3.2	5.2
Visual and performing arts	16.7	3.2	4.4	4.3	1.5	1.2	6.1	4.6	1.8	2.0	2.8	2.5
Health and physical education	1.4	2.6	2.4	1.2	2.8	3.6	1.4	4.9	0.9	1.4	1.4	2.0
Vocational education	5.2	3.2	4.2	4.6	2.6	2.2	3.3	5.3	2.6	1.9	2.3	1.8
Not certified in class subject												
English	1.1	1.2	1.3	2.6	1.6	1.0	1.5	3.4	1.3	1.0	1.4	2.1
Social sciences	1.7	4.8	2.1	2.9	1.6	0.9	2.7	2.0	2.3	1.3	1.3	1.7
Mathematics	3.0	2.4	2.8	4.0	2.0	2.4	1.7	6.8	1.2	2.0	1.7	2.3
Science	4.1	1.2	2.7	3.5	1.2	1.4	2.0	5.6	2.7	1.3	2.1	1.1
Foreign languages	5.1	1.8	2.2	5.6	3.4	2.9	6.1	—	1.9	2.9	2.3	4.2
Visual and performing arts	1.4	2.9	3.5	2.5	3.3	1.8	5.9	6.9	2.1	2.1	1.7	3.4
Health and physical education	1.4	2.8	3.0	4.0	2.7	1.5	2.6	4.7	1.8	3.5	1.5	1.3
Vocational education	2.0	1.8	3.1	2.4	2.6	1.8	2.1	3.9	1.3	1.6	1.9	2.2

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Public School Teacher Questionnaire).

Table S58-4 Standard errors for table 58-4

Class subject	Public				Private			
	Less than 150	150–499	500–749	750 or more	Less than 150	150–499	500–749	750 or more
				Did not major in class subject				
English	4.2	1.5	1.8	0.9	10.3	3.7	4.8	3.5
Social sciences	3.4	1.6	1.7	0.8	4.6	4.4	1.0	3.1
Mathematics	3.8	2.2	3.2	1.3	8.2	4.4	5.5	5.6
Science	3.5	2.2	1.6	1.3	6.6	2.5	5.7	3.0
Foreign languages	11.0	3.7	2.8	1.4	12.2	4.9	8.2	5.9
Visual and performing arts	3.3	2.0	2.1	1.1	10.8	5.0	7.9	—
Health and physical education	3.8	2.2	0.9	1.1	—	6.2	—	—
Vocational education	2.3	2.0	2.3	1.0	—	6.9	—	—
				Did not major or minor in class subject				
English	4.1	1.6	1.4	0.7	11.2	3.6	3.9	3.3
Social sciences	1.6	1.2	1.5	0.6	4.2	4.4	1.0	2.6
Mathematics	3.6	1.9	2.7	1.2	8.4	3.9	5.1	5.5
Science	2.4	1.1	0.9	0.8	6.6	1.7	2.8	2.6
Foreign languages	12.2	3.4	2.2	1.1	14.5	4.3	9.0	5.7
Visual and performing arts	3.0	2.0	2.2	1.1	9.8	5.0	6.5	—
Health and physical education	2.7	2.1	0.7	1.0	—	6.2	—	—
Vocational education	2.2	2.0	2.3	1.0	—	6.9	—	—
				Not certified in class subject				
English	2.4	1.2	1.2	0.7	8.9	4.2	4.5	5.2
Social sciences	1.7	1.2	1.7	0.9	10.2	4.7	2.8	6.2
Mathematics	2.6	1.9	1.8	1.0	7.2	4.0	5.5	5.5
Science	1.6	1.1	1.1	0.9	9.6	4.0	4.5	4.0
Foreign languages	5.4	2.5	2.3	1.1	7.8	5.5	9.2	7.7
Visual and performing arts	3.3	2.0	2.4	1.1	17.1	8.3	8.0	—
Health and physical education	2.6	1.8	3.0	0.9	—	6.7	—	—
Vocational education	3.1	1.9	1.5	0.7	—	7.2	—	—

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Public and Private School Teacher questionnaires).

Table S58-5 Standard errors for table 58-5

Class subject	Public: Central city	Public: Urban fringe/ large town	Public: Rural/ small town	Private: Central city	Private: Urban fringe/ large town	Private: Rural/ small town
Did not major in class subject						
English	1.8	1.3	1.2	3.5	4.8	4.1
Social sciences	1.7	0.8	1.1	1.7	4.8	2.1
Mathematics	2.7	1.8	1.6	4.1	3.9	7.4
Science	2.2	2.1	0.9	2.7	2.9	2.9
Foreign languages	2.4	2.0	1.9	5.4	5.7	7.9
Visual and performing arts	2.7	1.4	1.2	4.8	3.2	5.2
Health and physical education	1.2	1.9	0.9	4.2	6.7	12.8
Vocational education	2.1	1.5	1.2	10.6	6.3	—
Did not major or minor in class subject						
English	1.2	0.9	1.0	3.5	4.2	4.1
Social sciences	1.2	0.6	1.0	1.2	4.6	1.0
Mathematics	2.3	1.8	1.2	3.9	3.5	7.3
Science	0.9	1.5	0.6	2.0	1.7	2.5
Foreign languages	1.9	1.6	1.4	5.1	6.1	6.6
Visual and performing arts	2.6	1.4	1.2	4.6	3.3	5.2
Health and physical education	0.9	1.8	0.7	2.9	4.9	12.7
Vocational education	1.9	1.5	1.2	10.6	6.3	—
Not certified in class subject						
English	1.0	0.8	0.8	3.7	5.2	6.6
Social sciences	1.8	1.0	0.8	4.9	5.0	4.0
Mathematics	1.7	1.2	1.1	3.7	3.8	6.8
Science	1.5	0.9	0.9	4.0	2.9	5.6
Foreign languages	1.5	1.7	1.5	6.0	6.5	8.7
Visual and performing arts	1.8	1.9	1.2	5.3	7.6	11.7
Health and physical education	1.8	1.1	1.5	6.9	6.0	15.0
Vocational education	1.2	1.1	1.0	9.2	6.2	—

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Public and Private School Teacher questionnaires).

Table S59-1 Standard errors for table 59-1

Age of teacher	Public: Percentage distribution	Public: Teaching at same school	Public: Moved to another school	Public: Left teaching	Private: Percentage distribution	Private: Teaching at same school	Private: Moved to another school	Private: Left teaching
Total	**(*)**	**0.5**	**0.4**	**0.4**	**(*)**	**0.8**	**0.5**	**0.7**
Younger than 25	0.2	3.2	3.0	0.6	0.4	5.1	2.9	4.0
25–29	0.5	1.9	1.4	1.3	0.8	1.7	1.1	1.4
30–39	0.8	1.5	0.9	1.1	1.0	2.1	1.1	1.7
40–49	0.9	0.8	0.6	0.6	0.9	1.4	0.7	1.2
50–59	0.8	0.9	0.7	0.5	0.9	1.1	0.5	1.1
60–64	0.3	5.3	0.9	5.0	0.7	2.4	—	2.4
65 and older	0.1	9.0	—	7.9	0.4	9.4	—	8.7

— Not available.

* Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94, and the Teacher Follow-up Survey, 1994–95.

Table S59-2 Standard errors for table 59-2

Teaching status, destination, and reasons for leaving	Public			Private		
	Total	Full time	Part time	Total	Full time	Part time
Teaching status						
Left teaching	0.3	0.3	1.9	0.7	0.7	1.7
Moved to another school	0.3	0.4	2.0	0.4	0.5	0.7
Teaching at same school	0.5	0.5	2.4	0.8	0.8	1.8
Destination of leavers						
Working in education	2.7	2.0	7.5	2.0	2.4	3.4
Working outside education	2.2	2.5	4.7	2.8	2.8	5.1
Attending college	0.5	0.6	0.6	1.7	1.8	3.2
Homemaking/child rearing	2.6	2.9	2.7	2.0	2.7	2.2
Retired	2.0	2.4	1.5	2.0	1.5	4.6
Disabled	0.8	0.9	—	0.9	0.4	—
Other	2.5	2.9	2.1	2.4	3.1	3.1
Reasons for leaving						
Family or personal move	2.0	2.2	1.2	2.1	3.1	2.6
Pregnancy/child rearing	2.0	2.2	2.5	1.7	2.4	1.6
Health	1.3	1.5	0.8	0.9	0.7	2.8
Retirement	2.3	2.8	1.5	1.8	0.8	5.1
To pursue another career	1.8	1.3	7.6	1.7	1.8	3.8
For better salary or benefits	0.9	1.0	2.9	1.2	1.5	2.5
To take courses to improve career opportunities in the field of education	1.8	0.7	8.9	1.7	1.9	2.0
To take courses to improve career opportunities outside the field of education	0.2	0.3	—	0.4	—	—
School staffing action	0.6	0.8	1.1	1.8	2.1	4.2
To take a sabbatical or other break from teaching	1.1	1.3	1.2	1.4	2.0	0.3
Dissatisfied with teaching as a career	1.0	1.2	1.8	1.2	1.8	0.9
Other family or personal reason	1.7	1.9	2.0	1.5	2.0	2.7

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94, and the Teacher Follow-up Survey, 1994–95.

Table S59-3 Standard errors for table 59-3

Teaching status, destination, and reasons for leaving	Public			Private		
	Total	Full time	Part time	Total	Full time	Part time
Elementary						
Teaching status						
Left teaching	0.5	0.6	2.5	0.9	1.0	2.4
Moved to another school	0.5	0.4	2.0	0.5	0.7	1.2
Teaching at same school	0.7	0.7	2.9	1.1	1.1	2.8
Destination of leavers						
Working in education	4.3	3.5	9.7	1.8	1.2	5.7
Working outside education	3.2	3.6	6.8	3.2	3.7	4.9
Attending college	0.6	0.7	0.8	2.4	2.9	2.9
Homemaking/child rearing	3.5	4.2	3.8	1.7	2.1	2.7
Retired	3.4	4.1	1.2	3.3	2.4	8.2
Disabled	0.4	0.5	—	1.6	—	—
Other	4.3	5.1	3.3	3.0	3.7	4.0
Reasons for leaving						
Retirement	3.4	4.2	1.2	2.8	1.3	8.2
Family or personal move	3.5	4.3	1.8	2.5	3.5	2.6
To pursue another career	2.9	2.9	10.5	2.4	2.0	6.8
Pregnancy/child rearing	2.7	3.0	3.7	2.7	3.5	1.9
Dissatisfied with teaching as a career	0.7	0.8	1.2	1.7	2.4	—
Secondary						
Teaching status						
Teaching at same school	0.8	0.8	4.3	1.0	1.1	3.1
Moved to another school	0.5	0.5	3.7	0.5	0.6	0.8
Left teaching	0.5	0.5	1.9	1.0	1.0	2.9
Destination of leavers						
Working in education	2.4	2.0	8.2	3.6	5.0	4.4
Working outside education	3.0	3.4	6.2	3.9	4.0	7.3
Attending college	0.7	0.8	0.8	2.3	1.0	5.5
Homemaking/child rearing	3.4	3.7	3.4	3.5	5.2	3.1
Retired	2.3	2.5	3.5	1.2	1.5	2.0
Disabled	1.6	1.8	—	—	—	—
Other	1.8	2.0	1.2	3.4	3.7	5.3
Reasons for leaving						
Retirement	3.1	3.5	3.6	2.2	1.3	5.4
Family or personal move	2.3	2.6	0.7	3.4	4.6	4.6
To pursue another career	1.7	1.0	10.4	2.2	3.5	3.5
Pregnancy/child rearing	2.9	3.1	3.3	1.4	1.7	2.3
Dissatisfied with teaching as a career	2.0	2.3	4.5	1.4	2.2	1.7

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94, and the Teacher Follow-up Survey, 1994–95.

Table S59-4 Standard errors for table 59-4

Teaching status	Academic: Science/ mathematics	Academic: Non-science/ mathematics	Vocational	Special groups	Other fields
Left teaching	1.0	0.7	0.8	3.0	2.0
Moved to another school	1.5	0.5	1.5	1.9	1.2
Teaching at same school	1.7	1.0	1.9	3.6	2.5

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94, and the Teacher Follow-up Survey, 1994–95.

Table S59-5 Standard errors for table 59-5

	Public			Private		
Reasons for leaving	Between 1987–88 and 1988–89	Between 1990–91 and 1991–92	Between 1993–94 and 1994–95	Between 1987–88 and 1988–89	Between 1990–91 and 1991–92	Between 1993–94 and 1994–95
Family or personal move	1.8	2.8	2.2	3.2	2.5	3.1
Pregnancy/child rearing	3.3	2.6	2.2	4.3	2.3	2.4
Health	0.5	1.6	1.5	0.7	1.5	0.7
Retirement	2.9	2.8	2.8	1.5	2.2	0.8
To pursue another career	2.1	1.3	1.3	1.9	3.1	1.8
For better salary or benefits	1.0	0.7	1.0	1.6	1.8	1.5
To take courses to improve career opportunities in the field of education	0.6	1.7	0.7	0.8	1.0	1.9
To take courses to improve career opportunities outside the field of education	0.4	0.5	0.3	0.3	2.9	—
School staffing action	0.7	2.6	0.8	1.4	2.8	2.1
To take a sabbatical or other break from teaching	1.8	0.5	1.3	2.2	1.0	2.0
Dissatisfied with teaching as a career	1.5	2.2	1.2	1.9	1.9	1.8
Other family or personal reason	1.6	1.4	1.9	2.1	1.7	2.0

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88, 1990–91, and 1993–94, and the Teacher Follow-up Survey, 1988–89, 1991–92, and 1994–95.

Table S59-6 Standard errors for table 59-6

Teaching status, destination, and reasons for leaving	Public			Private		
	Total	Elementary	Secondary	Total	Elementary	Secondary
			Teaching status			
Left teaching	0.4	0.6	0.5	0.7	1.0	1.0
Moved to another school	0.4	0.4	0.5	0.5	0.7	0.6
Teaching at same school	0.5	0.7	0.8	0.8	1.1	1.1
			Destination of leavers			
Working in education	2.0	3.5	2.0	2.4	1.2	5.0
Working outside education	2.5	3.6	3.4	2.9	3.7	4.0
Attending college	0.6	0.7	0.8	1.8	2.9	1.0
Homemaking/child rearing	2.9	4.2	3.7	2.7	2.1	5.2
Retired	2.4	4.1	2.5	1.5	2.4	1.5
Disabled	0.9	0.5	1.8	0.4	—	—
Other	2.9	5.1	2.0	3.1	3.7	3.7
			Reasons for leaving			
Family or personal move	2.2	4.3	2.6	3.1	3.5	4.6
Pregnancy/child rearing	2.2	3.0	3.1	2.4	3.5	1.7
Health	1.5	2.3	1.8	0.7	0.9	0.9
Retirement	2.8	4.2	3.5	0.8	1.3	1.3
To pursue another career	1.3	2.9	1.0	1.8	2.0	3.5
For better salary or benefits	1.0	1.3	1.4	1.5	2.2	1.4
To take courses to improve career opportunities in the field of education	0.7	1.0	1.0	1.9	2.5	2.4
To take courses to improve career opportunities outside the field of education	0.3	0.2	0.6	—	—	—
School staffing action	0.8	0.5	1.4	2.1	0.9	4.7
To take a sabbatical or other break from teaching	1.3	0.6	2.2	2.0	3.0	1.4
Dissatisfied with teaching as a career	1.2	0.8	2.3	1.8	2.4	2.2
Other family or personal reason	1.9	3.6	1.6	2.0	2.3	3.7

— Not available

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94, and the Teacher Follow-up Survey, 1994–95.

Table S59-7 Standard errors for table 59-7

Age and race/ethnicity of teacher	Elementary			Secondary		
	Stayers	Movers	Leavers	Stayers	Movers	Leavers
All teachers						
Total	**0.6**	**0.4**	**0.5**	**0.8**	**0.4**	**0.5**
Age						
Younger than 25	4.1	3.4	1.4	3.6	2.6	2.1
25–29	2.0	1.3	1.1	3.1	2.2	2.3
30–39	1.9	1.4	1.4	1.2	0.7	0.9
40–49	0.7	0.6	0.6	1.2	0.7	0.7
50–59	1.0	0.8	0.6	1.1	0.9	0.7
60–64	6.7	0.3	6.7	4.9	1.5	4.3
65 and older	12.9	—	10.5	9.6	—	9.5
Race/ethnicity						
White	0.6	0.5	0.5	0.7	0.5	0.4
Black	3.1	1.6	2.7	2.3	1.7	1.1
Hispanic	4.2	2.6	3.0	4.5	2.4	3.6
Asian/Pacific Islander	5.1	4.3	2.2	3.9	3.6	1.0
American Indian/Alaskan Native	9.3	5.1	5.6	3.1	2.8	0.8
Public school teachers						
Total	**0.7**	**0.4**	**5.8**	**0.8**	**0.5**	**0.5**
Age						
Younger than 25	4.4	4.4	0.8	3.6	3.0	1.1
25–29	2.4	1.5	1.4	3.5	2.5	2.6
30–39	2.3	1.6	1.6	1.2	0.8	0.8
40–49	0.8	0.6	0.7	1.3	0.8	5.5
50–59	1.1	0.9	0.6	1.3	1.0	0.7
60–64	8.4	—	8.4	5.9	1.8	5.0
65 and older	16.7	—	13.2	12.7	—	12.7
Race/ethnicity						
White	0.7	0.5	0.6	0.7	0.5	0.5
Black	3.3	1.6	2.9	2.4	1.8	1.2
Hispanic	4.5	2.8	3.1	4.9	2.6	3.9
Asian/Pacific Islander	5.6	4.5	1.6	—	—	—
American Indian/Alaskan Native	9.2	5.2	5.5	3.0	2.8	0.8
Private school teachers						
Total	**1.1**	**0.6**	**1.0**	**1.1**	**0.6**	**1.0**
Age						
Younger than 25	5.9	3.1	4.1	7.3	5.9	7.1
25–29	2.2	1.4	1.8	2.5	1.9	1.9
30–39	2.9	1.7	2.4	3.3	1.8	3.0
40–49	2.0	1.1	1.5	1.8	0.7	1.5
50–59	1.1	0.7	0.8	2.4	0.5	2.5
60–64	—	—	—	—	—	—
65 and older	—	—	—	—	—	—
Race/ethnicity						
White	1.2	0.7	0.9	1.2	0.6	1.1
Black	7.3	4.6	4.7	—	—	—
Hispanic	—	—	—	—	—	—
Asian/Pacific Islander	—	—	—	—	—	—
American Indian/Alaskan Native	—	—	—	—	—	—

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94, and the Teacher Follow-up Survey, 1994–95.

Table S60-1 Standard errors for table 60-1

Employment status	Total	Control of institution		Type of institution					
		Public	Private	Research	Doctoral	Comprehensive	Liberal arts	2-year	Other
					Fall 1987				
Total	—	—	—	—	—	—	—	—	—
Part time	1.2	1.5	2.1	2.0	2.9	1.9	4.7	2.2	6.0
Full time	1.2	1.5	2.1	2.0	2.9	1.9	4.7	2.2	6.0
					Fall 1992				
Total	—	—	—	—	—	—	—	—	—
Part time	0.9	1.1	1.9	2.5	2.4	2.0	2.8	1.3	3.4
Full time	0.9	1.1	1.9	2.5	2.4	2.0	2.8	1.3	3.4

— Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Study of Postsecondary Faculty, 1988 and 1993.

Table S60-2 Standard errors for table 60-2

Selected faculty characteristics	Total	Control of institution		Type of institution					
		Public	Private	Research	Doctoral	Compre-hensive	Liberal arts	2-year	Other
				Part time					
Total	**0.9**	**1.1**	**1.9**	**2.5**	**2.4**	**2.0**	**2.8**	**1.3**	**3.4**
Highest degree achieved									
Doctor's	0.9	0.8	1.9	1.8	1.6	1.4	2.3	2.4	4.5
First professional	2.5	3.4	3.8	4.0	4.7	4.0	7.8	3.0	7.1
Master's	1.0	1.1	2.2	4.1	3.5	2.2	2.6	1.4	5.3
Bachelor's	1.5	1.7	3.2	6.2	4.9	3.3	6.5	1.8	8.6
Less than bachelor's	2.7	2.8	9.3	—	11.2	15.0	—	2.9	11.8
Race/ethnicity									
White	1.0	1.2	2.0	2.6	2.5	2.2	3.0	1.3	3.8
Black	1.9	2.1	4.1	4.3	5.2	3.6	4.4	3.1	9.3
Hispanic	2.8	3.1	6.1	7.5	6.8	4.6	9.4	3.4	9.4
Asian/Pacific Islander	2.2	2.6	3.9	4.7	4.3	4.0	6.5	4.7	5.8
American Indian/Alaskan Native	5.8	6.7	11.6	20.9	11.1	11.7	12.1	7.9	—
Average number of classes taught									
Total	*0.0	*0.0	*0.0	0.1	*0.0	*0.0	0.1	*0.0	0.1
Undergraduate	*0.0	*0.0	*0.0	0.1	*0.0	*0.0	0.1	*0.0	0.2
Graduate	*0.0	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.1
				Full time					
Total	**0.9**	**1.1**	**1.9**	**2.5**	**2.4**	**2.0**	**2.8**	**1.3**	**3.4**
Highest degree achieved									
Doctor's	0.9	0.8	1.9	1.8	1.6	1.4	2.3	2.4	4.5
First professional	2.5	3.4	3.8	4.0	4.7	4.0	7.8	3.0	7.1
Master's	1.0	1.1	2.2	4.1	3.5	2.2	2.6	1.4	5.3
Bachelor's	1.5	1.7	3.2	6.2	4.9	3.3	6.5	1.8	8.6
Less than bachelor's	2.7	2.8	9.3	—	11.2	15.0	—	2.9	11.8
Race/ethnicity									
White	1.0	1.2	2.0	2.6	2.5	2.2	3.0	1.3	3.8
Black	1.9	2.1	4.1	4.3	5.2	3.6	4.4	3.1	9.3
Hispanic	2.8	3.1	6.1	7.5	6.8	4.6	9.4	3.4	9.4
Asian/Pacific Islander	2.2	2.6	3.9	4.7	4.3	4.0	6.5	4.7	5.8
American Indian/Alaskan Native	5.8	6.7	11.6	20.9	11.1	11.7	12.1	7.9	—
Average number of classes taught									
Total	*0.0	*0.0	0.1	*0.0	0.1	*0.0	0.1	0.1	0.1
Undergraduate	*0.0	*0.0	0.1	*0.0	*0.0	*0.0	0.1	*0.0	0.1
Graduate	*0.0	*0.0	*0.0	*0.0	0.1	*0.0	0.1	0.2	0.1

— Not applicable.

* Standard errors less than 0.05 are rounded to 0.0.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Study of Postsecondary Faculty, 1993.

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